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Personnel and Labor Relations Study Commission

STAFF REPORT NO. 12

POSITION CLASSIFICATION

Objective: To provide information for the Personnel and Labor Relations Study Commission on Study Question 12:

Are the job evaluation methods for classification of state jobs technically sound, easy to use and understand, and do they produce equity among jobs? If not, should an effort be made to change and improve them or should they be completely replaced? What other job evaluation methods would be better?

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Prepared by:

John McEwen, Chief  
Classification Bureau  
Personnel Division

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## INTRODUCTION

This paper presents an in-house examination of the State's position classification methods.

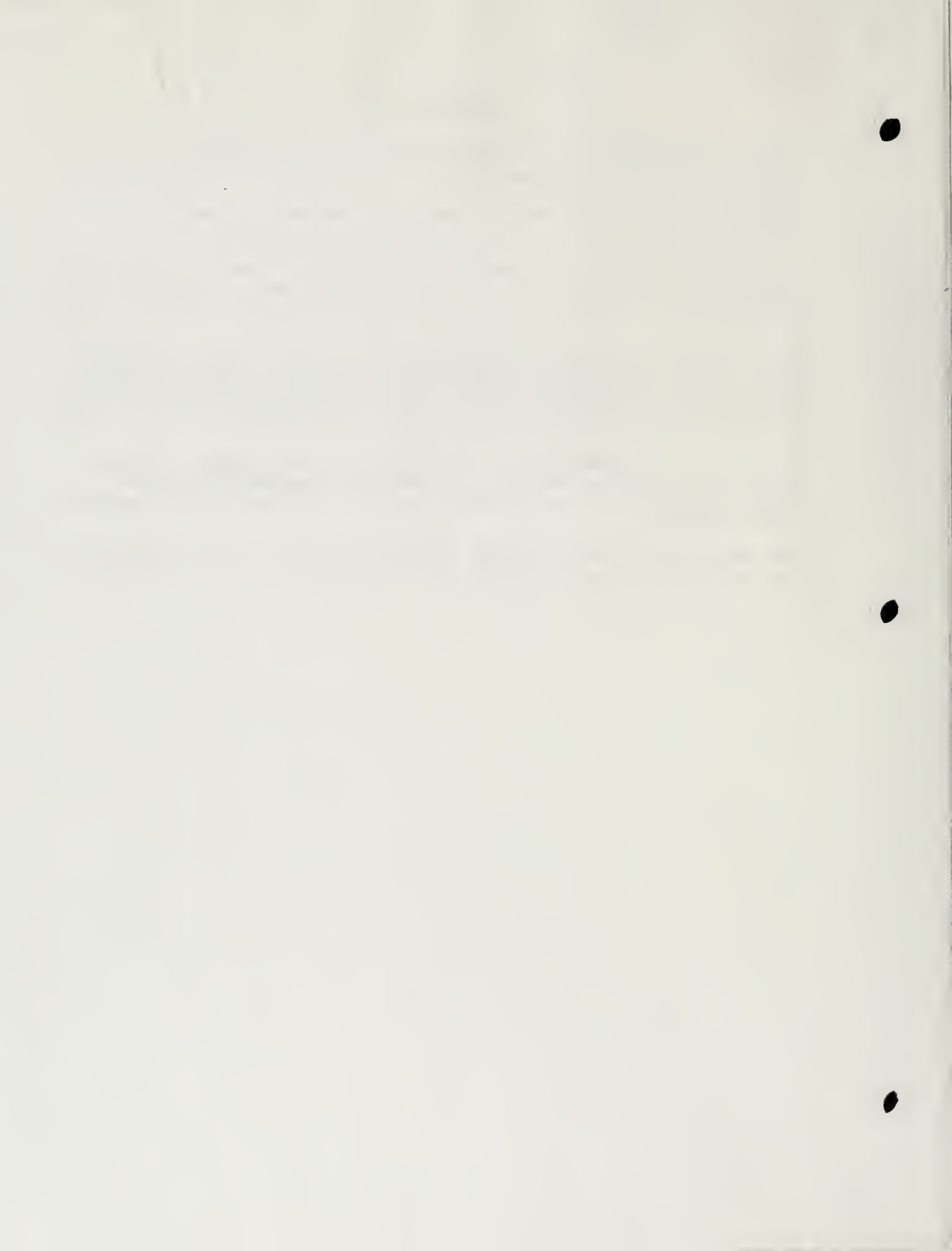
Section 1 reviews the basic objectives and principles of classification.

Section 2 describes the history of Montana's classification plan and provides an explanation of the State's present classification methods.

Section 3 is an evaluation of the present classification and pay plan. This includes the results of a survey of state managers and the observations and experiences of the Classification Bureau staff. This evaluation answers several questions relating to the successes and problems of the classification plan.

Section 4 is a discussion of alternatives for solving problems with the classification plan. These alternatives range from replacing existing classification methods to leaving the current methods intact.

The last section of the paper offers conclusions and a summary of the options for the Commission to consider.



## SECTION 1

### Objectives and Principles of Classification

Position classification as a personnel management practice began in the early part of the century. In government, it was the product of reform movements that attempted to correct inequities in pay and related problems of organizational structure, morale, excessive turnover and inefficiency. A secondary goal of position classification was to scientifically identify the tasks of each job and the skills required to perform them so that jobs could be filled with qualified individuals. These goals of classification were a weapon to fight against the so-called spoils system. If jobs and the skills needed to perform them were carefully studied, politicians could not succeed in filling them with unqualified persons or paying them more than they were worth. (1)

Position classification is the process of grouping positions (not people) that have similar duties and responsibilities into classes and then ranking those classes into a hierarchy based on their general level of difficulty and responsibility (or skill level). The major goal of a classification system is to provide a basis for the equitable and efficient handling of personnel matters. The principle benefit has been the standardization of pay. Classification systems also improve recruitment, testing and selection, identification of career ladders, human resource planning and budget planning and control. Personnel management practitioners agree that a classification system is the first building block of a sound personnel management system.

Most classification systems are based on principles and methods established by the federal government and big business early in this century. Although techniques and methods vary from one system to another, all systems include the same basic steps: one, fact finding about positions (job analysis); two, grouping similar positions into classes; three, evaluating and measuring each class by some rating method to establish relative job worth (job evaluation); and four, documenting the results of the grouping and job evaluation process to provide information for the users of the system (e.g. class specifications, class standards, benchmark descriptions.) Since the principle use of classification is the determination of relative job worth, and thus, pay, the focus of this paper will be primarily the job evaluation process. In this paper, the terms "classification" and "job evaluation" may be used interchangeably.



## SECTION 2

### Position Classification in Montana State Government

#### Development of a Classification and Pay System in Montana

The present classification system grew out of the necessity and desire to establish a uniform and centralized personnel management system. Prior to 1975, no statewide personnel system existed. Each state agency operated its own classification and pay plan, performed recruitment and selection, and maintained personnel budget planning and control functions. As a result, the State, as the employer, was paying different salaries for the same jobs. This meant that some agencies suffered to the benefit of others. The Governor and legislature were unable to consistently and effectively deal with important personnel functions such as collective bargaining, equal employment opportunity and budgeting for personal services.

The statewide classification effort was launched with the passage of the Classification and Pay Act in 1973. This Act directed the Department of Administration to design, implement, and maintain a classification system and to submit a pay plan to the 1975 legislative assembly. The plan was implemented in January, 1975, when the legislature approved the first pay plan for the 1975-76 biennium. Legislative approval of a pay plan for each biennium continues up to the present time.

The purpose of the classification and pay plan was to provide a statewide uniform pay plan that would insure, among other things, "equal pay for equal work." The designers of the system also maintained that the classification system would improve employee motivation and training and career development opportunities, foster standard recruitment and selection procedures, provide more effective budgetary planning and control, and assist in accomplishing performance evaluation and collective bargaining.

#### Initial Classification of Positions

The enabling act provided the following guidelines for classifying positions (2-18-202, MCA):

"Guidelines for classification. (1) In providing for the classification plan, the department shall group all positions in the State service into defined classes based on similarity of duties performed, responsibilities assumed, and complexity of work so that:

- (a) similar qualifications of education, experience, knowledge, skill and ability can



- be required of applicants for each position in the class;
- (b) the same title can be used to identify each position in the class;
  - (c) similar pay may be provided, under the same conditions, with equity to each position within the class."

With these guidelines and following recognized classification principles and practices, the Department proceeded to develop methods and procedures and to classify positions. Employees and supervisors were requested to prepare position descriptions, and a sample of employee positions were audited to gain additional information about the kinds of jobs. Through an evaluation process, similar positions were grouped together under a common title to form a class. As positions were grouped together, they were also evaluated to determine a grade or skill level. The next step in the process was the preparation of class specifications. The specification provides a general description of the kind and level of work performed by positions in the class and contain the minimum qualifications necessary to perform the work of the class. Finally, a pay plan was developed to provide a pay range for each grade level in the system.

Throughout the development of the system, the Department of Administration worked with agencies to insure that results were reasonable and valid and to allow input by knowledgeable agency officials. Once all positions were classified, employees were notified of the results and were given an opportunity to disagree with their classification by filing an appeal. The results of the classification effort were that 14,000 positions were grouped into 1500 classes and the classes were assigned a grade within a 25 grade structure.

#### Determining the Grade Level of Each Class

The process used to determine relative ranking of one job against another is called job evaluation. The essential part of job evaluation is the choice of a rating method to measure the facts about a job. Most job evaluation methods rate the facts about a job using a defined set of factors. Although a wide variety of factors have been used, they tend to fall into four main categories: skill, effort, responsibility, and working conditions. Job evaluation methods that use factors are of two basic types, quantitative and non-quantitative. Quantitative methods assign numerical values to each factor to reflect the degree of skill, effort, etc., involved in the job, while non-quantitative methods do not use numerical values. The job evaluation method that the State of Montana chose to use was a quantitative method called the Classification Grading Schedule (see appendix).



The classification grading schedule included eight factors to rate job content. The factors were education, experience, physical demands, working conditions, supervision received, supervision exercised, authority exercised, and responsibility. Each factor was defined by various degrees and a point value was assigned to each degree. Each position or class of positions was evaluated and given points for each factor reflecting the degree of the factors it possesses. Total points were then calculated and converted to a grade or skill level.

The classification grading schedule was designed not only to group positions performing the same kind of work so they could be paid the same, but also, to establish internal equity regardless of the kind of work performed. Internal equity is based on the concept that all job classes that are similar in terms of skill, effort and responsibility irrespective of the type of work, should be paid the same and that they should be paid more than job classes with lesser degrees of skill, effort and responsibility and less than job classes with greater degrees of these factors. The classification grading schedule's use of the same factors to measure all state jobs was calculated to insure fairness in pay between all kinds of jobs within the system. From the outset, this internal equity objective ran afoul of two forces: market comparability and collective bargaining.

Once the pay range for each grade or skill level was established, problems quickly appeared. Pay for the grade assigned to some job classes fell short of either the employee's current pay or the pay received for the same kind of work in the community, thus threatening recruitment and retentions problems. This was especially true with highly skilled technical and professional jobs and certain jobs in high demand in the market place. To solve this problem, adjustments were made in the grades of some classes of positions. As an example, the grade level of a physician, which "factored" out as a grade 17, was changed to grade 22.

The grading schedule also did not take into account collective bargaining. The law required that anything related to classification was negotiable, and during the implementation phase, collective bargaining resulted in the adjustment of the grade level for several major job classes. These included Highway Patrol Officers, Highway Maintenance workers, and the craft classes (carpenters, plumbers, etc.) In subsequent years, the bargaining process resulted in the development of separate classification and pay plans for blue collar jobs, teachers, and liquor store clerks. This situation will be discussed in a later section of this paper.



## Pay Plan Development

The enabling act provided the following guidelines for developing a pay plan:

"In developing the wage and salary plan, the department shall consider all factors, including the results of meetings with employees and employee organizations, that are necessary to ensure that the plan will continuously enable the state service to attract and retain an adequate number of professional, technical, and administrative personnel." (Sec. 7, Ch 440, L 1973)

The Department of Administration proceeded to develop a pay plan by first conducting a salary survey. The purpose of the survey was to determine the range of salaries paid in the private and public sector for positions similar to various key classes in the State service. Key classes were selected from each salary grade 3 through 25 to be used as "benchmark" positions. These benchmark positions were surveyed in the applicable recruitment area to determine the going rate for each grade level.

Salary survey information plus numerous other consideration shaped the first pay plan. A salary range was assigned to each grade. These were divided into thirteen incremented steps with 2.1 percent between steps. Employees were to advance one step each year based on performance. In practice, all employees advance one step each year regardless of performance because no uniform performance appraisal system was developed. Longevity pay, \$10 or more per month for each five years of service, was also provided.

The pay plan structure has remained unchanged since 1975. However, each year the schedule has been increased to recognize changes in the cost of living and other factors.

### SIGNIFICANT CHANGES TO THE CLASSIFICATION AND PAY PLAN SINCE IMPLEMENTATION

#### 1. The Classification Grading Schedule

In 1976, the grading schedule was altogether dropped as a job evaluation tool. The Classification Bureau staff found that the grading schedule was too imprecise to use in making classification decisions. After using it for over a year to operate the system and as a means of defending classification decisions in the appeals process, they found that it was poorly designed and difficult to explain. There were at least two reasons why the grading schedule failed.



The first reason was the choice of factors. Employees and supervisors quickly discovered they could get a position upgrade by increasing the education and/or experience necessary to do the job. Although the classification analysts attempted to compensate for inflated qualifications, there was no sound and effective way to challenge the assertions of supervisors. The classification analysts were never thoroughly trained in how to analyze duties and responsibilities in determining valid minimum qualifications.

As a second example, the "authority exercised factor," which gives points for supervising a section, bureau or division, did not take into account the wide variation in the size of these organizational units. A division with 10 employees and one small program was given the same points as a division will hundreds of employees and large multi-faceted programs.

Secondly, the grading schedule failed because of a lack of clear documentation as to how to use the factors and what the factors meant. For example, classifiers never clearly understood whether the supervision exercised factor meant the number of employees directly supervised or the number of employees for which a position was organizationally responsible. One division administrator could be credited with supervising either 6 bureau chiefs and a secretary or all 1100 positions in his division.

In the absence of written instructions and formal training, use of the grading schedule was based on oral tradition. Although classifiers worked closely with each other and achieved consistency, this consistency was eroded when one analyst quit and a new one was hired.

In defense of the designers of the grading schedule, it must be said that it was never intended to be the primary classification tool. It was originally intended to be used "in-house" as a guide to help in the ranking process. However, Department management decided that it looked "scientific" and would be useful in explaining to employees how their job was classified. As soon as it was made public in late 1974, it was only a matter of a few days before the Personnel Division was flooded with employees' own versions of how their job should have been factored. As a result, the quantitative job evaluation method was abandoned and a less "scientific" non-quantitative method was adopted.

## 2. The Factor Comparison Method

The primary job evaluation method now used to operate and maintain the classification plan is called the Factor Comparison Method. It was developed and implemented in 1977



shortly after the grading schedule was abandoned. This method was developed by rewriting the 8 factors of the classification grading schedule into 5 broad and general factors. The major distinction between the two methods is that the factor comparison method does not use quantitative point values. The five factors -- which are nature of work, supervision exercised, supervision received, public contact, and scope and effect of actions and decisions -- serve as a basis for comparing jobs to each other. Positions or classes are compared to each other and a series of qualitative judgments are made on the relative strengths and weaknesses of a position or class in each of the five factors. The cumulative judgments are expressed in a grade or skill level. This method is relied upon to make classification decisions for new positions and for existing positions with altered duties and responsibilities. It is also used to defend decisions in the appeals process, even though many of these decisions were based on the classification grading schedule.

The factor comparison method involves comparing new positions or altered positions with existing positions, some of which may have been incorrectly classified under the grading schedule method. To avoid the chance of comparing a position with misclassified positions (and thus, compounding the error), various anchors have been established at various points in the classification hierarchy. For example, grades 9-11 are where most technical and paraprofessional positions are allocated; grades 11 and 12 represent entry level professional positions and grades 14 and 15 include first level professional supervisory positions and senior level specialist positions. In addition to these anchors, benchmark positions are also established for various classes. These benchmark positions assist in the comparisons process by insuring that the same positions are used over and over to make comparisons. The benchmarks are typical positions in the large general classes.

Further refinement of the factor evaluation method was undertaken in 1979 and 1980. The five major factors were specially tailored to better evaluate managerial and executive jobs. The new factors became: nature of work -- complexity, variety, public contact; accountability -- freedom to act, nature of impact, size of impact; and supervision -- staff mix, staff size, nature of supervision. But, in a departure from the non-quantitative nature of the factor comparison method, a point system was added to the specific factors.

The format and technique for writing the factors and assigning points was patterned after the Hay method and the Factor Ranking System, which are discussed in a later portion



of this paper. The result of this effort was the implementation of the Executive-Manager Evaluation System (EMES). The EMES is now used to determine the grade level of positions that meet the definitions of manager and executive and that should be allocated to grades between 15 and 22.

Given the success of the EMES, the Personnel Division has also developed point factoring methods under the umbrella of the five major factors that comprise the Factor Comparison method. These include the Lawyer Evaluation System and an evaluation method for clerical positions in the University System.

### 3. Multiple Pay Plans

Another significant change to the statewide classification and pay plan has been the addition of several separate negotiated classification and pay plans. The first of these was the "Blue Collar" plan. This plan was negotiated in 1976 and, with legislative approval in 1977, culminated in a separate pay matrix. Positions included are labor, trade, and craft positions in the Departments of Highways and Institutions.

The blue collar classification method is a point factoring job evaluation method. This method is similar to the old classification grading schedule except that jobs are evaluated using 11 factors instead of the 8 in the grading schedule. There are 800 positions in 70 job classes ranked within a 12 grade pay plan. The pay plan contains only one step per grade, except that probationary employees are paid slightly less for a period of six months.

All aspects of the blue collar plan are based on negotiated settlements. This includes the factors, how jobs are evaluated and ranked, and the pay assigned to each grade. Only those labor, trade, and craft positions negotiated into the blue collar plan are covered. Consequently, two similar positions, one in the plan and one outside it, could receive two different rates of pay.

Another classification and pay plan that resulted from the collective bargaining process is the Liquor Store Clerks plan. The State had negotiated pay grades for liquor store clerks within the statewide plan during implementation in 1975. In 1977, the State and the union agreed to place these positions on their own separate pay schedule. This plan has two levels of clerks and six levels of managers. The distinction between the levels is based on volume of sales as determined by bottle counts. Like the blue collar plan, the liquor state clerks plan has one step for each grade level.



The last classification and pay plan added as a result of collective bargaining is the Teacher plan. All teachers working for the Department of Institutions are placed on a salary matrix that is very similar to most teacher pay plans found around the country. Teachers are paid according to their education and experience. There are six "grades" through which a teacher can advance for each 15 credits of additional education beyond a Bachelor's degree. In addition, a teacher can advance through 11 steps based on years of experience. Unlike the other plans, teachers may advance to a higher pay grade without a change in duties and responsibilities.

In addition to the plans established through the collective bargaining process, the State has added a separate pay plan for physicians employed by the Department of Institutions. Under this plan there are two pay grades for physicians. One is for "physicians, full credential" and one is for "physicians, specialized." Each pay grade has 4 ranges to recognize longevity. The State was authorized by the 1979 legislative assembly to establish this plan to enable the Department of Institutions to attract and retain physicians.

To summarize, the pay plans currently in existence are listed below.

#### The Statewide Plan

- Covers 12,500 positions in 1500 job classes. Each class is described by a class specification.
- Jobs are evaluated with the non-quantitative Factor Comparison Method except for specific sub-systems for managers, executives, and lawyers.
- The pay plan consists of 25 grades and 13 steps per grade.

#### The Blue Collar Plan

- Covers 800 positions in 70 job classes.
- Jobs are evaluated with a point factoring system established through the negotiations process.
- The pay plan consists of 12 grades and one step per grade.



#### The Liquor Store Clerk Plan

- Covers 220 positions in 10 job classes.
- No formal job evaluation method is used.
- The pay plan consists of 7 grades and one step per grade.

#### The Teacher Plan

- Covers 52 positions.
- No formal job evaluation system is used.
- The pay plan is a two dimensional matrix that allows individuals to advance through 66 different salary rates.

#### The Physician Plan

- Covers 16 positions in two job classes.
- No formal job evaluation method is used.
- The pay plan consists of 2 grades and 4 steps per grade.



### SECTION 3

#### Evaluation of the Classification Plan

This section of the paper is an evaluation of how well the classification and pay plan has functioned in carrying out two major operations: the grouping of positions into classes and the ranking of classes in the grade hierarchy. The third major operation - the pay plan, will be discussed briefly as it relates to the classification plan. A more thorough discussion of the pay plan will be covered in another staff report. This evaluation will focus primarily on the statewide plan with only a few comments about the other four plans.

This evaluation will be based on the observations and opinions of two groups: agency managers, the major users of the system, and the classification staff, the operators of the system. The evaluation will provide information to answer the following questions:

1. Does the classification plan have the support of managers?
2. Does the classification system meet its objectives of insuring that employees who perform the same (or nearly the same) work are paid the same and that employees are equally and fairly paid according to the difficulty and responsibility of their work?
3. Are the classification methods used by the state technically sound and easy to use and understand?
4. Has the classification system met its objective of providing a foundation for other personnel management functions, such as pay plans, budgeting, performance evaluation, etc.?

The evaluation criteria included in these questions are based on the criteria most commonly found in classification and personnel management literature.

#### A SURVEY OF MANAGERS

In order to determine what management thinks of the classification function, a survey was conducted in February, 1982. The survey was administered to approximately 370 management people including directors, deputy directors, division administrators, bureau chiefs, and superintendents. 300 questionnaires were returned to give a response rate of 80% - an indication of a high level of interest. The survey asked the participants to give their assessment of how well each of the classification and pay operations meets their objectives.



### Grouping Positions Into Classes

Survey participants were asked to rate how well the classification system is doing in meeting the objective of grouping positions with similar duties and responsibilities into the same class. Sixty percent of the respondents indicated that this objective was being met "very well" or "reasonably well." A review of the comments provided by the remaining forty percent indicated that the biggest problem seems to be that classes are too general and don't take into account unique or different positions. Other reasons given include a lack of understanding of jobs by the classification staff, manipulation of the system with the use of inflated position descriptions, and inability of the system to recognize factors such as work load and performance. These comments are common criticisms of the classification system. They sometimes indicate a misunderstanding of the principles and uses of a classification system or indicate frustration with certain aspects of the pay plan such as lack of performance pay.

### Ranking Classes

Survey participants were asked to rate how well the classification system is doing in meeting the objective of assigning pay grades to classes so that employees are paid equitably and fairly according to the difficulty and responsibility of their work. Sixty-four percent of the respondents indicated that this objective is being met "very well" or "reasonably well" in their agency. When asked the same question for the state as a whole, the answers were split fifty-five, forty-five between the two answers. However, 20% of the respondents did not answer this question because many said that they had no information on which to base an opinion.

Comments of those responding that the objective is not being met very well indicates that this operation is not understood by a number of the respondents and seems to be confused with direct pay plan operations. Many comments involved the lack of competitive salaries, lack of advancement and lack of performance pay. Although these are legitimate concerns, they are not directly related to the process of fairly and equitably ranking job classes (assigning them to grades) based on their overall level of difficulty and responsibility. Those comments directly related to the question indicated that this objective is not being met because of the emphasis of certain factors over others (e.g. too much emphasis on supervision, not enough on responsibility, etc.); lack of understanding about jobs by the classification staff; pressure or manipulation by agencies; and lack of money to ask for reclassification.



## Conflict Between Internal Equity and Market Comparability

One of the criticisms frequently heard about the classification and pay plan is that salary levels for certain jobs are not sufficient. Maintaining a classification plan that insures internal equity and providing a pay plan that offers competitive salaries are not necessarily compatible objectives. Job classes are ranked into grades based on their relative skill levels as determined by the job evaluation system. The pay range assigned to a grade is based on a salary survey of the relevant job market (see page 6). Key job classes from a particular grade level are surveyed and the results are combined to produce an average pay range, which is then the recommended pay for that grade level. Thus, we find that some jobs at a particular skill level are paid more than the market place requires and some are paid less.

To bridge the gap between these two conflicting objectives, the pay plan allows for pay exceptions. When a difficult recruiting problem exists, agencies can be authorized to hire beyond step one of the pay grade (current pay rules require that new employees start at step one of the assigned grade.) Agency managers were asked whether granting these type of pay exceptions adequately solves the more severe recruitment problems. Thirty-eight percent of the respondents indicated that it did adequately solve the problem while 62 percent said no. When asked whether pay exceptions create more problems that they solve, 48 percent said yes and 52% said no.

An examination of the comments relating to these questions indicated that many managers believe the proper solution is to change the grade of the position or class instead of giving the pay exception. Other solutions suggested include increasing the amount of money in the pay plan for all grades (especially professionals and managers) to make it more competitive, providing a merit pay system, and using all of the available grades in the system. Problems created by a pay exception are, first, that morale is affected when current employees do not receive the pay exception, and, second, that hiring beyond step one reduces the number of steps or future step pay increases available to that employee. Some of the manager survey comments indicate either a lack of knowledge of or disagreement with the internal equity objective and frustration with the overall pay system.

The Personnel Division does recognize the conflict between internal equity and competitive salaries. In the past year the Division has established criteria for adjusting the grade of a class based on a market factor. In one case, the Division has authorized a pay exception by increasing the grade of a class instead of giving additional steps.



### Relative Importance of Classification and Pay Objectives

Participants were asked to rank five objectives of the classification and pay system in an effort to determine their relative importance. The results showed the following:

1. to provide a sufficient level of pay over time to retain experienced employees (2.57);
2. to provide performance-based pay with which to encourage superior performance and retain superior employees (2.71);
3. to insure that employees are equitably paid according to the difficulty and responsibility of their work (2.78);
4. to provide sufficient step 1 compensation for each pay grade or grant sufficient pay exceptions to attract qualified applicants (3.33);
5. to insure that employees performing the same (or nearly the same) work are paid the same (3.54).

The number in parentheses indicate the average ranking for all respondents based on a scale of one to five with 1 being the most important.



## CLASSIFICATION BUREAU EVALUATION

The Classification Bureau of the Personnel Division is responsible for administering the classification system. The Bureau is divided into three sections: the agency liaison section, which works with agencies on a daily basis in processing requests for classifying new positions and reclassifying existing positions; the appeals section, which investigates appeals and represents the Bureau before the Board of Personnel Appeals (BPA) in appeal hearings; and the standards and methods section, which is responsible for the writing and revision of class specifications and for developing and modifying classification procedures and methods. In carrying out its tasks, the Bureau staff has considerable contact with managers and employees. The Bureau exercises significant authority in administering the system in that all classifications must be approved by the Bureau -- an agency has no authority to make classification decisions except in specific circumstances.

The Bureau staff recognizes problems with classification plan operations. A major problem, as outlined in the staff report on the appeals process, is the inadequacy of class specifications. The class specification is the primary document used by agencies in using the classification system. It is also the primary written account of the results of the classification process and is used to explain how positions are classified.

Many of these class specifications are imprecise and unclear. They do not distinguish sufficiently the difference between classes in a series (e.g. Secretary I, II, III) or the differences between class series (e.g. Clerk Typists, Clerk Stenos, Clerk General Office). A sample of these class specifications is included in the appendix. This leads to misunderstanding and confusion by employees and managers. This also makes it difficult to explain and defend classification decisions to managers and to the BPA.

A related problem is that some class series contain too many levels (e.g. most states have three levels of Clerk Typists, Montana has four.) Additionally, there may be too many class titles in some occupational groups and not enough class titles in others. Whether to have general classes or more specific classes is a matter of philosophy and practice. In the survey of managers, some commented that some classes are too broad and don't recognize unique or different positions. However, sometimes it is appropriate and sufficient to place a position in an existing class rather than create a new class for only a few positions.

The problems with classes and class specifications are caused by an attempt to make too fine a distinction in levels of work or by



insufficient time spent in studying the positions and writing the specifications. To be viable, class specifications must be very precise, yet general enough to insure that there is not a class for every position. The problems pointed out above are solvable. The Bureau is currently conducting a major study of 75 clerical job classes with the intention of combining some job classes and reducing the number of levels in some series. We are also just finishing a major revision of mid-management classes. Finally, the Bureau is undertaking a major class specification project in which the objective is to bring all class specifications up to date by December of this year.

The second area of concern is the lack of understanding by agency managers of classification objectives, methods and practices. The survey of managers included questions on the classification and pay training received and on the current level of knowledge about the system. The results indicate that not enough managers have received formal instruction (only 32%), nor are enough managers familiar with the classification criteria and how they are applied (17%). In addition, the comments by some respondents indicate a misunderstanding of the basic operations of the classification system. A few commented that the operation is clouded in secrecy.

These results indicate that many managers fail to support the classification system because of a lack of information rather than because of disagreement over the methods used. In the several workshops presented over the past year, the Bureau has found that increased understanding increases acceptance. Since acceptance is the measure of a classification system's success, it is essential that the Classification Bureau increase its efforts to educate managers about the system and gain their full support.

The major aspect of the classification system that the Commission will be addressing is the job evaluation method. The Bureau believes that the current factor-comparison method of job evaluation is sound and workable but difficult to explain. The Bureau has found that as long as staff members are properly trained and supervised and have sufficient experience, accurate and objective classification decisions can be made. Explaining these decisions to someone who does not work with the system on a daily basis, however, is more difficult.

As an indication of how well the Classification Bureau has been able to explain the job evaluation method, the Bureau's success rate in appeal hearings was examined. Whether Bureau decisions are upheld or overturned by the hearings examiner is often an indication of how well the Bureau has been able to explain the method. A review of Bureau records indicates that there have been over 50 appeals filed between 1975 and April 1981 in which



the issue was the grade assigned to the class (in 1981, the law was changed to disallow these appeals.) Of these appeals, 17 have been litigated through the hearings process before the BPA. The Bureau was successful in having six of these appeals upheld. This is a success rate of 30%. In contrast, the Bureau has had a success rate of 65% in individual appeals where the issue is allocation of a position to a class. The 30% statistic suggests that the Bureau has been relatively unsuccessful in showing how the factor comparison method is used to assign the grade to a class.

The reasons for this relatively poor rate of success in cases involving grade assignment are not all attributable to the job evaluation method. The nature of these appeals makes them more difficult to defend regardless of the job evaluation system used, because arguments usually center around comparing one kind of job against another (e.g. engineers vs chemists). This has been referred to as comparing apples to oranges. It is not like comparing a clerk typist to another clerk typist to decide if the two positions should be grouped into the same class. Still the fact remains, the Bureau has trouble explaining an important aspect of the system.

The difficulty in explaining the ranking of job classes is due to the nature of non-quantitative job evaluation methods. This approach to job evaluation depends heavily on the experience and judgment of the classifier. Even though our evaluation process is guided by factors, the end result is a single judgment concerning the appropriate grade or skill level. The classifier's line of reasoning in arriving at that single decision is difficult to document and thus appears to be subjective and personal. From an outsider's point of view, only the classifier knows how much weight a particular factor was given in making the decision. This situation makes it easy to challenge and second guess the decision.



## SECTION 4

### Possible Solutions to Current Problems

This section of the paper examines various ways of solving our current classification problems. From the discussion in the previous section, it is evident that improvements need to be made. Available alternatives include replacing the present method of job evaluation with another method, modifying the present method by borrowing practices and techniques from other methods, or keeping the present system and continuing to make improvements.

#### Alternative Methods of Job Evaluation

As a possible alternative to the present non-quantitative method of job evaluation, two of the leading quantitative methods will be examined. Quantitative methods are more popular in both the private and public sector because they appear to be more objective, scientific, and easily understood in comparison to qualitative systems. Quantitative point systems tend to take the mystique out of job evaluation by forcing scrutiny of all job factors and placing the judgments of the classifier out in the open for everyone to see.

Most quantitative methods operate in a similar fashion. A set of factors is chosen, and point scales are created to represent degrees of each factor. For example, "no supervisory responsibility" might be assigned zero points. "Supervisory responsibility for a large, diverse unit" might be worth 4 points. Each job is then rated on each factor separately and assigned the appropriate number of points. The points are then totalled to yield the job-worth score or grade.

The two methods chosen for examination are the Hay Guide Chart Profile Method and the Factor Ranking/Benchmark/Guide Chart System (Factor Ranking System.) The Hay Method was chosen because it is the most widely used system in the private and public sector. The Factor Ranking System was chosen because it is a new approach which represents the most significant change in job evaluation concepts in the public sector in recent years.

#### The Hay Guidechart Profile Method

The Hay system is a proprietary classification and pay methodology developed by Hay Associates, an international consulting firm. This methodology provides specific techniques for analyzing positions. Guidecharts are provided for use in rating jobs on each factor.

A major feature of the Hay system is that it uses the same set of factors to measure the value of all jobs in an organization from



the lowest clerk or laborer to the highest official. The content of each position is studied within a framework of four major dimensions and ten factors. The four dimensions and their factors are:(2)

I. Know How:

- a. managerial demands
- b. technical knowledge required
- c. human relations skills

II. Problem Solving:

- a. thinking challenge
- b. thinking environment

III. Accountability:

- a. freedom to act
- b. impact on end result
- c. size of impact

IV. Working Conditions:

- a. physical effort
- b. environment

With the Hay system, either individual positions or a class can be evaluated with the guidechart. In either case, it is essential to have a thorough understanding of job content. The first step is to gather information about the jobs to be evaluated.

The second step is to evaluate each position or job class using the guidechart definitions of the degree levels for each factor. When Hay does this evaluation, they rely on a committee to thoroughly discuss the job and decide to what degree each factor is involved. The job is then given the number of points that corresponds to these degree levels. At various times during the evaluation process, the committee will reconcile a number of evaluations with each other to be sure that the factor definitions are being applied consistently. This practice insures that jobs are being compared to each other through the intermediary of the factor definitions. This comparison is also necessary because the guidechart definitions, like all other such definitions, are stated in general terms and must be further defined by the jobs that are assigned to them.

At the completion of the evaluation process, all positions or classes will have a point total that is the ranking value of the position in relation to all others. Typically, cut off points have to be determined to separate groups of jobs into grade or skill levels (ex. 190 - 200 points = grade 11). Pay is then assigned to each grade.

Critique of the Hay Method

The Hay method has met with notable success. In the 30 years it has been in use, it has been implemented in over 5000 organizations around the world. It is presently the most widely used method in the public and private sectors.



A major selling point of the Hay system is its claim of internal equity. By applying a single set of factors to all jobs, it determines the relative skill levels of all jobs so they can be compensated accordingly. Although internal equity is not currently required by law, advocates of "comparable worth" are attempting to change that. These advocates feel that jobs of equal worth or jobs at equal skill levels should be paid the same. If jobs are paid according to the prevailing wage rather than according to their relative skill or responsibility levels, wages for traditionally female jobs will be lower than wages for traditionally male jobs at the same skill level. A number of labor organizations are now advocating comparable worth.

Hay consultants testified in favor of management in one significant comparable worth case, Lemmons vs. City/County of Denver. They also provided assistance in reaching a solution between the city of San Jose and its employees when the latter went on strike over the comparable worth issue. Hay's beliefs on the issue of comparable worth are summarized below: (3)

The ultimate answer to the elimination of pay discrimination is free and open access to all positions to qualified persons, regardless of age, race or sex.

Internal equity is the most important variable in establishing compensation opportunity among positions in related job families and plays an important role in establishing relationships among various job families.

A number of legitimate and non-discriminatory variables exist which affect the establishment of compensation opportunity. These include competitive market factors, supply/demand cycles, the organization's economic ability to pay, and historic collective bargaining agreements and relationships.

The proper blending of internal equity with external market factors will eliminate discriminatory practices within the bounds of economic reasons and the necessity of flexibility for the effective management of an organization's human resources.

Criticism of the Hay method has centered around its orientation toward executive and professional jobs.(4) The factor definitions have a strong executive and professional flavor and do not appear to permit much distinction among lower level jobs. Very little weight is given for the working conditions factor. This would lead one to believe that blue collar positions would rate lower than they would if evaluated by a method that places more emphasis on this factor. However, it is the belief of some practitioners and critics of job evaluation that appropriate recognition is not given to clerical positions for such working

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conditions as stress, tedium, hazards from electronic equipment, prolonged sitting or standing, etc. Another criticism is that the language used in the factor definitions encourages subjective judgments to an even greater degree than most job evaluation systems.

#### Implementing the Hay System in Montana

During the summer of 1981, Hay Associates provided the Personnel Division with a proposal and some basic instruction for adopting their system. Their proposal follows this basic outline:

1. A team of Hay consultants would train one or two evaluation committees in the use of guidecharts.
2. The committee would evaluate about 200 job classes, relying on the information contained in present class specifications and position descriptions.
3. The remaining job classes would be evaluated by Hay consultants in their home office.
4. Hay would conduct a salary survey, perform various salary practice analyses, and develop a pay plan proposal and implementation plan following the Personnel Division's direction.
5. The proposed new pay plan would be submitted to the legislature for approval.

This work would require 90 days and a minimum of \$75,000. The job information the evaluation committee works with must be current in order for this effort to be successful. This means that class specifications must be up-to-date and position descriptions must be readily accessible. Otherwise it would take additional time and money for Hay to direct a job analysis effort. When the State of Idaho adopted the Hay system, their legislature held up the implementation because employees felt the job information used in the evaluation process was not current. An additional year was needed to collect more information and reevaluate a number of jobs.

If Montana were to adopt the Hay system, the class specifications would first have to be updated and several questions would need to be resolved: Would the Hay system encompass the five separate pay plans now used or will it be applied only to those job classes under the statewide plan? What would be the role of collective bargaining and employee representation in the implementation and operation of the Hay system?



## Factor Ranking/Benchmark/Guidechart Job Evaluation System (FRS)

The factor ranking system (FRS) of job evaluation is an outgrowth of the work performed by the federal Job Evaluation and Pay Review Task Force that existed between 1970 and 1972. The task force, chaired by Phillip M. Oliver, conducted a thorough study of job evaluation methods used in government and industry. This task force concluded that the most modern and sophisticated job evaluation practices are utilized by industrial establishments in the U.S. The FRS combines features of the whole job ranking, point rating and factor comparison methods of job evaluation. It is tailor made for government jurisdictions because it was developed using typical governmental positions. Jurisdictions with the most experience in using this system are the federal government and the State of Indiana. The federal government has been slowly implementing this system since 1974. Indiana adopted the system in 1976 under the direction of a task force headed by Phillip Oliver.

The Factor Ranking Method contains the following features:(5)

1. Factors that are appropriate to the positions covered by the plan.
2. Guide charts that define various degrees of each factor and provide a point value for each degree. These charts are the basic peg points for the entire job evaluation process.
3. Special occupational guide charts, each prepared for a particular occupation. This type of guide chart is used only in large jurisdictions and/or when many different types of positions are found within an occupation.
4. Benchmark position descriptions for key or representative positions. A benchmark position description covers the major duties of a typical position and identifies the appropriate factor point values for that position.
5. Completed position description questionnaires which set forth the duties and responsibilities of an individual position and contain specific information about each factor.
6. A conversion table which is used to convert total point values of an individual position to a grade or skill level or to a pay range.

Up to this point it appears that the FRS is similar to the Hay system. However, there is a major difference. Under FRS the



same factors are not used to evaluate all jobs. The Oliver Task Force concluded that the array of positions existing in most public jurisdictions requires more than one job evaluation and pay plan. As an example, they concluded that different factors are required for white collar as compared to blue collar positions. Physical demands and working conditions are of major importance in the blue collar areas but are of little importance in most white collar positions. The FRS utilizes different factors and pay plans for different broad categories of jobs. The major categories and specialized factors used by both the federal government and Indiana are as follows: (6)

COMOT Clerical, Office Machine Operators and Technicians. This category includes all non-supervisory positions that perform work subordinate to, and supportive of, professional, administrative or technological work. The guide charts contain the following factors:

I. Job Requirements and Difficulty of Work

- a. nature of required knowledge, skills and ability
- b. complexity and diversity of work
- c. amount and complexity of technical or specialized knowledge

II. Responsibility

- a. opportunity to make choices
- b. usual consequence of error

III. Personal Relationships

- a. nature of persons contacted
- b. purpose and nature of contacts

IV. Working Conditions

- a. physical demands
- b. work environment

LTC Labor, Trade and Crafts. This category includes all non-supervisory positions concerned with unskilled, semi-skilled or skilled duties, primarily manual in execution, for which specific training is required through on-the-job training or apprenticeship positions. The guide charts contain the following factors:

I. Skills and Knowledge

- a. nature and level of knowledge
- b. kind and amount of skill



## II. Responsibility

- a. nature and degree of responsibility for making judgments and decisions
- b. complexity of work
- c. scope of work

## III. Physical Effort

- a. nature and degree
- b. frequency and duration

## IV. Working Conditions

- a. nature of working conditions
- b. hazards

PAT Professional, Administrative and Technological. This category includes non-supervisory positions that typically require either a baccalaureate, graduate school or professional level of education or an extensive body of specialized knowledge acquired through on-the-job training and experience. The guide charts contain the following factors:

### I. Job Requirements

- a. level of knowledge and abilities required
- b. nature and extent of knowledge

### II. Difficulty of Work

- a. complexity of assigned work
- b. nature of guidelines

### III. Responsibility

- a. supervisory participation and control
- b. impact of work

### IV. Personal Relationships

- a. nature and purpose
- b. scope of work contacts

POLE Protective Occupation/Law Enforcement. This category includes non-supervisory and supervisory positions in protective types of occupations. Positions in this category are concerned with the protection of life and property, the maintenance of order, the policing and enforcement of laws and regulations, the prevention and suppression of fires and



related support positions. No guide charts are used in this category. Instead, the traditional rank structure is used (captains, lieutenants, etc.) Whole job ranking is used to determine the relationships between job classes, e.g. building security guards are lower than police patrol officers, with prison guards between the two.

SAM Supervisory and Managerial. This category includes all positions that direct the work of employees in the other categories except POLE. The guide charts contain the following factors:

- I. Base Level of Work Supervised - the highest grade level of subordinate non-supervisory line employees.
- II. Supervisory Functions Performed - e.g. planning, directing, reviewing, etc.
- III. Supervisory Accountability - guidance and review provided by higher levels of management.
- IV. Scope of Work Operations - number of employees supervised.

In addition to these major categories, the federal government also has the Federal Executive Service and Special Occupations Evaluation Systems. These special evaluation systems are for such positions as attorneys, selected health occupations, scientists and engineers in research and development, teachers and the foreign service. These kind of jobs are not readily evaluated by normal techniques of job evaluation because the experience, creativity and judgment of individuals in these occupations result in highly personal contributions to their jobs. The federal government uses a personal competence ranking system to determine the pay for these positions. The State of Indiana also uses an Executive, Scientific and Medical (ESM) category for highly specialized positions.

#### Operation of the Factor Ranking System

Under the Factor Ranking System an individual position is evaluated by comparing a description of the position with one or more benchmark position descriptions. If the position being evaluated appears to contain the same degree of each factor as a particular benchmark position, it is given the same total number of points as the benchmark position. If there is no single benchmark position which contains equivalent degrees of every factor, the position is compared with a combination of benchmark positions. For each factor, the position is given the same number of points as that benchmark position which is determined to have an equivalent degree of that factor. The points for each



factor are then summed to determine the total. If no comparable benchmark position or combination of positions is found, the position can be evaluated with the appropriate guide chart and point values can be assigned to the factors. The point total for the position can then be converted to a grade, skill or pay range level with the conversion table.

### Implementing the Factor Ranking System

The experience of Indiana in adopting the FRS is instructive. Indiana's Task Force placed a heavy emphasis on educating all parties affected by the new system. Understanding of the system was seen as the essential ingredient for garnering support for the new methodology. Numerous formal orientation sessions were held and feedback from management and employees was solicited and evaluated at each stage in the implementation process.

Implementing the FRS in Indiana included the following steps:

1. Identification of job categories and development of guide charts. (Indiana used guide charts developed by the federal government.)
2. Collection of position information.
3. Allocation of positions to one of the job categories.
4. Selection of positions to be used as benchmarks and preparation of benchmark descriptions.
5. Evaluation of the benchmark positions with the guide charts to determine point values.
6. Comparison of all other positions with the benchmarks to determine point values.
7. Conversion of point values to ascertain the skill level of the positions.

Pay plan development with the FRS is similar to other job evaluation systems. Salary surveys are conducted and salary ranges are determined for each skill level which represent the average prevailing wage for jobs in that skill level. Implementation of the FRS in Indiana took about one year. We can assume this same time period would be required to implement the system in Montana.

### Critique of the Factor Ranking System

Indiana classification specialists have reported outstanding results from the FRS. They have been able to solve a number of



problems that had plagued their classification effort prior to 1976. Some of these prior problems were: a high turnover rate, non-competitive salaries, a lack of distinction between jobs, inadequate flexibility with the class specification system, and difficulty in maintaining the linkage between the job evaluation system and pay system. A report on the Indiana system prepared by Indiana University stated that the FRS like most other classification systems, offers several "fringe" benefits. These benefits include a more objective basis for productivity standards and performance reviews, better identification of career ladders, and greater ease in carrying out affirmative action programs and staffing and budgeting plans.

The factor ranking method has all the advantages of any quantitative method:

1. It is easier to explain and defend, and consequently enjoys greater acceptance. An attitude survey of managers and employees at various levels of the federal service indicated that both groups found decisions arrived at by FRS to be more highly acceptable than decisions based on qualitative judgments. (7)
2. It reduces the amount of staff training required. With guide charts and benchmarks available, an analyst can gain proficiency in a relatively short time.
3. It is likely to produce more accurate results. The evaluation process requires a series of judgments rather than the single judgment found in whole-job position classification. Errors thus tend to offset each other without seriously affecting the final point total. Psychological studies have suggested that a series of discrete subjective judgments tends to produce more valid results than does a single subjective judgment. (8)

The FRS has some unique benefits not found in other quantitative methods. The use of benchmark descriptions may offer an advantage over systems which use class specifications. Benchmark descriptions are relatively easy to develop and issue; thus, the classification system can rapidly respond to program and technology changes reflected by the addition of new jobs and occupations to the government service. In addition, benchmark descriptions avoid the problem of class specifications pointed out earlier (see page 16). Since they describe only one position they are easier to write in precise language and avoid having to be written in general terms to describe a number of slightly different positions.



The major selling point for FRS is its claim to more valid ratings. It's use of specialized factors for different types of jobs permits more precise definition of these factors. Classification systems that attempt to use the same factors for all jobs must describe these factors in highly abstract terms, making them difficult to apply to specific jobs. Writing factors tailored to particular types or families of jobs presumably results in more reliable ratings.

This feature is also responsible for the major criticism of FRS. Since different evaluation systems are used for different job categories, the relative worth or skill level of jobs in different categories cannot be readily assessed. Internal equity among all jobs in a jurisdiction is not assured.(9)

In response, FRS developers argue that job evaluation schemes are usually designed to enhance internal equity, while at the same time conforming as closely as possible to the hierarchy implied by the relevant external wage structure. They argue that the only way to create a job hierarchy that is internally equitable and simultaneously conforms to external wage hierarchies is to restrict internal equity to those subsets of jobs that fall within the same labor market.

It appears that the federal government has overcome this criticism by doing two things. The several sets of guide charts they developed are based on a set of nine primary factors. The nine factors are used to measure and describe in general terms the kind and level of work for each of the skill/grade levels in the 18-grade General Schedule. Secondly, they use the same salary plan for most of the job categories (there is a different pay schedule for blue collar positions.) This insures that there is at least a general comparison of the level of work between different kinds of jobs.

Another disadvantage of FRS, at least for Montana, is that work that has gone into the development of class specifications would have to be abandoned.

#### Reform Options and Their Impact

Options 1 and 2; adopt a new quantitative Job Evaluation Method -  
Either (1) the Hay Guidechart System or (2) the Factor Ranking System.

If Montana adopts a different job evaluation method, the ordering of jobs will not be the same. Job evaluation systems all use basically the same factors and there are widely shared norms about the hierarchical ordering of jobs. For example, clerks will be ranked lower than managers and laborers lower than machinists. There are, however, slight differences from one



system to another because of variation in factors, how factors are applied, and the weight applied to each factor. The relevant question is not how great the similarity is between systems, but how large is the departure from perfect agreement.

A comparative study between the Hay system and the Factor Ranking System used by the federal government was conducted in 1976. The correlation between the Hay points and the GS grade levels was found to be .94, indicating a high degree of similarity in the way jobs are evaluated in the two systems. However, the researcher noted that certain jobs are evaluated quite differently by the two systems. (10)

To illustrate this point further, the sample of jobs listed below show how the same jobs are ranked in Montana and in Idaho. The number in parentheses indicates the pay grade or pay level for the respective states. No correlation between the pay grades of the states is intended other than to show the sequencing or ranking of the jobs.

| <u>Montana</u>           | <u>Idaho (Hay System)</u> |
|--------------------------|---------------------------|
| Social Worker (11)       | Social Worker (25)        |
| Game Warden (12)         | Game Warden (26)          |
| Drug Counselor (12)      | Communications Tech (26)  |
| Communications Tech (12) |                           |
| Nurse (13)               | Drug Counselor (28)       |
| Librarian (13)           | Nurse (28)                |
| Programmer/Analyst (13)  | Librarian (28)            |
| Planner (13)             | Planner (30)              |
|                          | Programmer/Analyst (30)   |

A second sample shows a similar comparison between Montana and Indiana.

| <u>Montana</u>               | <u>Indiana (FRS)</u>         |
|------------------------------|------------------------------|
| Social Worker (11)           | Social Worker (I)            |
| Forester (11)                | Nurse (I)                    |
| Nurse (12)                   | Forester (II)                |
| Disability Claims Exam. (12) | Disability Claims Exam. (II) |
|                              | Librarian (II)               |
| Librarian (13)               | Chemist (III)                |
| Chemist (13)                 | Forester (III)               |
| Forester II (13)             |                              |



These comparisons represent the same jobs based on brief descriptions acquired from each state. These are not exact job matches. The content of the jobs may vary slightly between the states.

These comparisons indicate that some existing relationships in the Montana system would change if the current system was replaced with either the Hay System or the FRS. This would lead to dissatisfaction by those employees whose relative ranking is lower even though they may not lose money if such a change were to be made.

Although some of our existing relationships could be incorrect because of collective bargaining or an error in the evaluation process, employees are now used to the established relationships and have for the most part accepted them. When the existing system was implemented in 1975, a large part of the controversy and dissatisfaction that arose was the changing of relationships in those agencies that had well-established classification plans. It took several years to work through the resultant appeals and gain employees acceptance of the new system. It's reasonable to expect the same turmoil if a new job evaluation method is implemented.

Depending on the system selected, a new system could involve direct costs (for the Hay system) and considerable staff time for implementation. On the other hand, use of an established quantitative system would provide the state with the benefits of a quantitative system plus the benefits of the experience of others in implementing these systems.

### Option 3 - Modify Current Classification Methods

Another approach to solving the problems of Montana's job evaluation method is to modify it using some of the techniques of the Hay System and the FRS. Various techniques that could be adopted include: revising current factors so that point values can be assigned to them; using a job evaluation committee to determine grade levels; and using different evaluation methods for different job categories.

The development of quantitative methods for certain categories of jobs in the statewide plan has already been accomplished. In addition, we already have a well established quantitative method for blue collar jobs. Past experience with the Executive-Manager Evaluation system and the Blue Collar plan indicates that they have gained acceptance and are easy to use and understand. Additional effort could be expended to develop one or more quantitative methods for the remaining job categories of clerical, technical, professional, law enforcement, etc. This effort would involve the following basic steps:



1. Determine how many different job evaluation methods to use.
2. Define the specific job categories and identify the job classes to be included in each category.
3. Develop factors for each category either by rewriting the existing factors used in the factor comparison method or using the factors and guide charts from the FRS. (Since these were developed by a public agency, there would be no copyright problems.)
4. Collect job information and evaluate all jobs with new job evaluation methods.

In addition, it would be easy to establish a job evaluation committee made up of managers, employees and classification analysts. This committee would provide consensus about appropriate job relationships and would reduce the possibility of inequitable findings.

The advantages of modifying our system instead of replacing it are:

- recognition of the existing collective bargaining situation
- continuation of the direction that we are already going
- could be done with existing staff without having to hire a consultant
- offers the advantages of quantitative methods mentioned previously while allowing us to develop a system to meet our own particular needs

Any modification of methods and reevaluation of jobs will lead to the realignment of jobs. This will create some of the turmoil that was discussed previously. In addition, it will take longer if we do it ourselves. The best estimate at this time is that it would take a concerted effort of at least a year to modify our methods and reevaluate each job.

#### Option 4 - Maintain the Current System

A third approach to solving our problems with the classification system is to leave it basically intact and continue existing efforts to make improvements. The method used in Montana, which is the process of grouping positions into classes and ranking



classes with a non-quantitative factor guided ranking method, has been in use since the early 1900's. This process, which is generally known as the position classification method in personnel management literature, has been a durable management tool and has withstood the test of time. Currently 28 states use this method of classification and job evaluation.(11)

Montana's classification system has enabled state government to accomplish what was intended by the 1973 legislature. There is a system to insure similar pay for similar work and fair salary relationships have been established between all kinds of jobs. In addition, the system has provided a sound base for budgeting, recruitment and selection and other important personnel management functions. The system has also provided sufficient flexibility to meet the changing needs and challenges found in a large and multi-faceted organization such as Montana State government. By changing to a quantitative system, some of this flexibility may be lost. Quantitative systems have been considered too inflexible because they lock the classification of positions into points and point spreads.

Admittedly, there are problems with the system, but these are more the result of growing pains and the relative inexperience of state government in working with a centralized classification system. The greatest asset that our system has is that the turmoil and unsettledness due to implementation is now past. In another month or so the backlog of appeals that has drained the resources of the Personnel Division and that has tried the patience of everyone, including the legislature, will be completed and up-to-date.

If the system is allowed to progress as planned, several major problems will soon be solved. Currently, an effort is underway to revise and update many of the specifications. This will solve the most pressing problems and will insure that the system operates effectively on a day-to-day basis. It will also go a long way in making the system more credible, understandable and easier to use.

Controversy over the classification system has decreased. While not everyone is happy with existing job relationships, most of them have not changed since implementation and have become accepted. Leaving the current methods and practices intact would be the least disruptive to State government.



Allowing the system to work itself out of its major problems through continuation of current improvement efforts would be the easiest, least expensive, least disruptive option.



## CONCLUSIONS AND SUMMARY OF OPTIONS

Montana's classification system is designed to accomplish two objectives: the grouping of like positions into classes and the equitable ranking of classes into a grade/skill hierarchy. This ranking determines what jobs will be paid more or less than others. It does not determine how much the pay will be nor does it determine the difference in pay between jobs. The assignment of pay ranges is a separate operation.

Information on the current classification system, on its assessment by the Classification Bureau's staff and state managers, and on alternative systems was presented to assist the Commission in determining if the present system is meeting its objectives or is at least heading in the right direction.

The four options presented below represent a hierarchy of solutions permitting selection based on the perceived depth of the problem. If the basic designs of the current system is perceived to be faulty, it should be replaced or substantially altered. If the problems are perceived to be relatively minor, slighter alterations or current improvement programs might suffice.

Following is a summary of the options and their advantages and disadvantages:

Option 1 - Replace the present job evaluation method with the Hay Guidechart Profile method. Advantages of this method include:

- quantitative methods are more understandable and easier to use
- all jobs are evaluated by the same set of factors
- benefit of 30 years of Hay experience in job evaluation and pay administration
- a well-accepted system used by over 5000 organizations around the world
- existing position information can be used

Disadvantages of this method include:

- realignment of job relationships, which may lead to dissatisfaction and turmoil amongst employees
- consultant fees of at least \$75,000
- factors appear weighted toward professional and managerial jobs



Option 2 - Replace the present job evaluation method with the Factor Ranking System. Advantages of this method include:

- quantitative methods are more understandable and easier to use
- specifically designed for government jobs
- different set of evaluation factors for different job categories
- little or no expense for consultants, can use existing staff

Disadvantages of this method include:

- realignment of job relationships, which may lead to dissatisfaction and turmoil amongst employees
- possible criticism for inability to fully assess internal equity
- more thorough and time consuming effort needed to collect new job information and implement this system
- loss of effort already expended on class specifications

Option 3 - Change current method into a quantitative method using practices and techniques of Hay and FRS. Advantages include:

- quantitative methods more understandable and easier to use
- can be specifically designed to fit the needs of Montana state government
- can use those parts of the current system that are already quantitative
- can use existing staff

Disadvantages of this method include:

- greater time required to go through design and implementation phases without benefit of outside help
- in-house systems may not be as credible as those designed by consultants

Option 4 - Maintain the current system and proceed with existing efforts to improve it. Advantages of this method include:

- can use existing staff and is the least expensive
- will be the least disruptive
- all work done to this point will not be lost



Disadvantages include:

- more difficult to sell to managers and employees who feel that the existing system is totally inadequate and should be replaced
- non-quantitative job evaluation methods are more difficult to explain and understand



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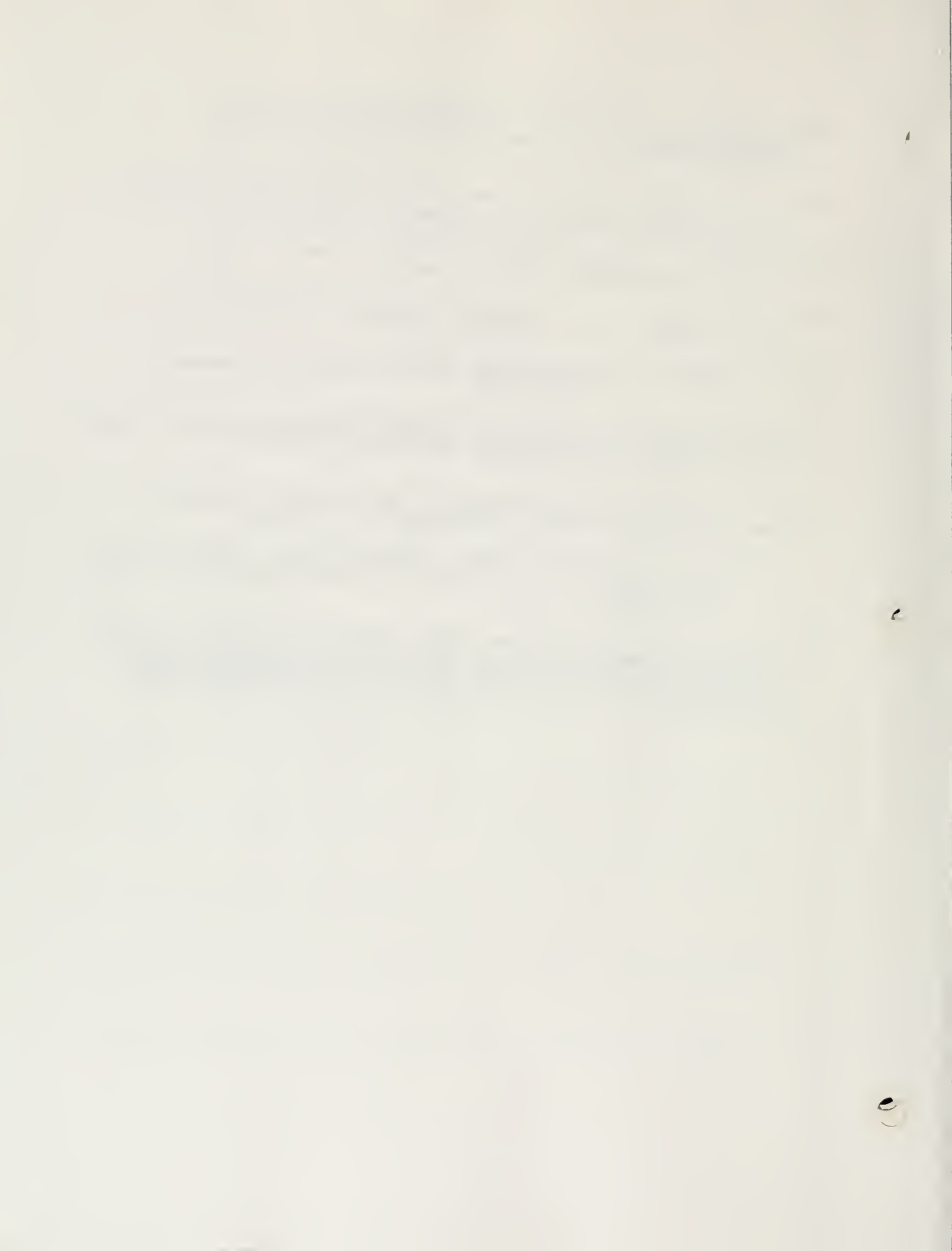


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APPENDIX  
FOR  
POSITION CLASSIFICATION





STATE OF MONTANA  
DEPARTMENT OF ADMINISTRATION

PERSONNEL DIVISION

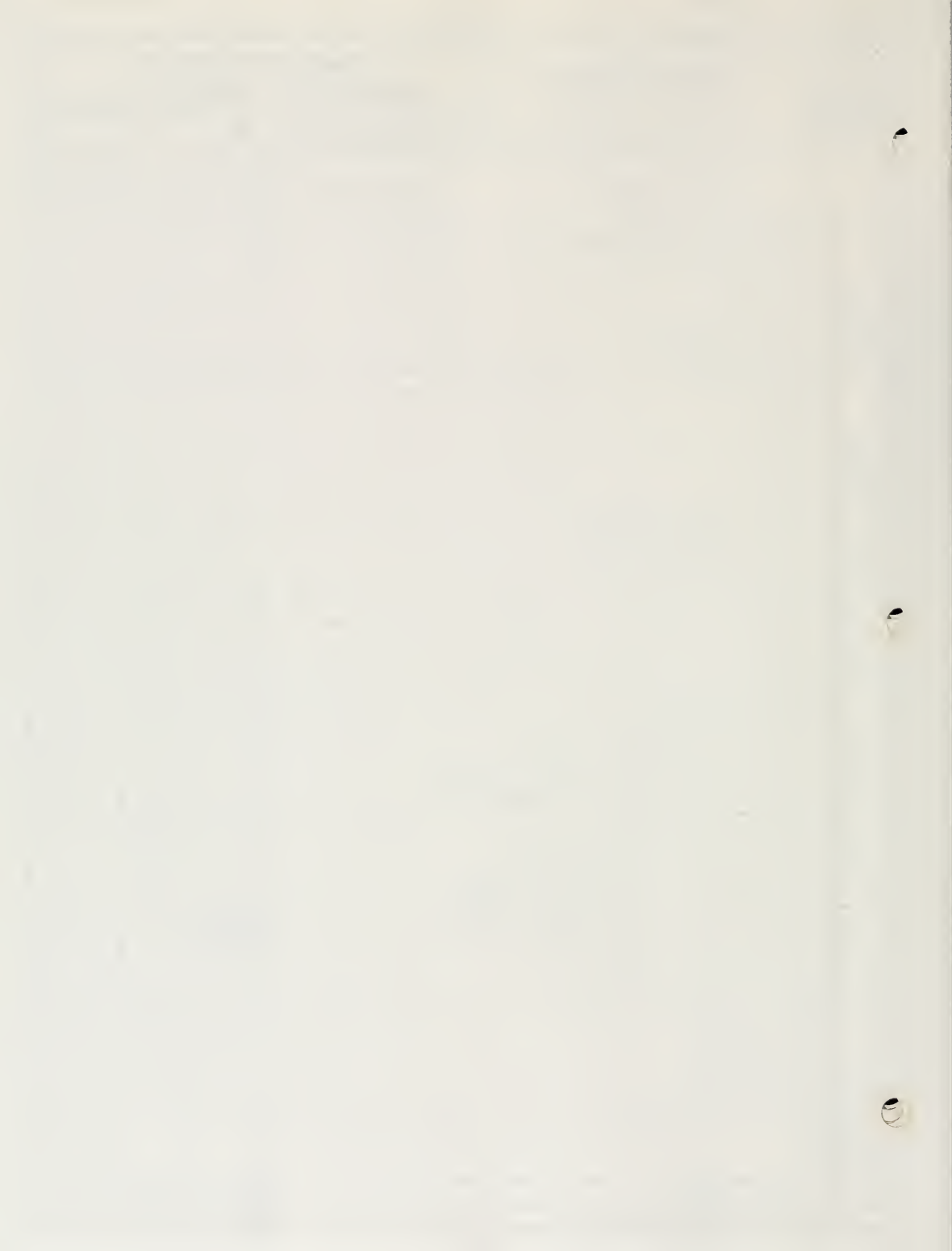
CLASSIFICATION  
GRADING SCHEDULE

GRADING SCHEDULE APPLIES  
TO CLASSIFICATION REQUEST

Agency No.

Request No.

| GRADING FACTORS                    |    |                                                             | Point Available     |                          | Agency | Grading | Personnel Division |
|------------------------------------|----|-------------------------------------------------------------|---------------------|--------------------------|--------|---------|--------------------|
| ▼ Specify Discipline ▼             |    |                                                             | professional admin. | professional admin. only |        |         |                    |
| 1. Minimum Educational Requirement | A. | Post doctoral or equivalent                                 |                     | 11-19                    |        |         |                    |
|                                    | B. | Ph. D.; M.D.; Veterinarian; Attorney                        |                     | 10                       |        |         |                    |
|                                    | C. | Masters; Engineer; Architect                                |                     | 9                        |        |         |                    |
|                                    | D. | B.S.; B.A.                                                  |                     | 8                        |        |         |                    |
|                                    | E. | 2 years college                                             |                     | 5                        | 5      |         |                    |
|                                    | F. | 2 years technical school                                    |                     | 5                        | 5      |         |                    |
|                                    | G. | High school graduation                                      |                     | 3                        | 3      |         |                    |
| 2. Minimum Experience Required     | A. | 6 years or more                                             |                     | 10                       | 10     |         |                    |
|                                    | B. | 5 years                                                     |                     | 9                        | 9      |         |                    |
|                                    | C. | 4 years                                                     |                     | 8                        | 8      |         |                    |
|                                    | D. | 3 years                                                     |                     | 6                        | 6      |         |                    |
|                                    | E. | 2 years                                                     |                     | 5                        | 5      |         |                    |
|                                    | F. | 1 year                                                      |                     | 3                        | 3      |         |                    |
| 3. Physical Demands                | A. | Heavy (50+ pounds continuous)                               |                     | 5                        | 5      |         |                    |
|                                    | B. | Moderate (25-49 pounds continuous)                          |                     | 3-4                      | 3-4    |         |                    |
|                                    | C. | Light (5-24 pounds continuous)                              |                     | 1-2                      | 1-2    |         |                    |
|                                    | D. | Sedentary                                                   |                     | 0                        | 0      |         |                    |
| 4. Working Conditions              | A. | Poor                                                        |                     | 5-6                      | 5-6    |         |                    |
|                                    | B. | Moderate                                                    |                     | 3-4                      | 3-4    |         |                    |
|                                    | C. | Marginal                                                    |                     | 1-2                      | 1-2    |         |                    |
|                                    | D. | Good                                                        |                     | 0                        | 0      |         |                    |
| 5. Supervision Received            | A. | Policy guidance only                                        |                     | 8                        | 10     |         |                    |
|                                    | B. | Works independently and work is reviewed                    |                     | 6-7                      | 8-9    |         |                    |
|                                    | C. | Priorities are assigned and work is reviewed                |                     | 4-5                      | 6-7    |         |                    |
|                                    | D. | Specific instructions are provided and work is reviewed     |                     | 2-3                      | 4-5    |         |                    |
|                                    | E. | Works closely with supervisor (immediate/direct)            |                     | 0-1                      | 0-3    |         |                    |
| 6. Supervision Exercised           | A. | Large professional or mixed staff                           |                     | 10-20                    | 10-20  |         |                    |
|                                    | B. | Medium staff (10+) technical or professional                |                     | 6-9                      | 6-9    |         |                    |
|                                    | C. | Small staff (4-9) clerical, technical or professional       |                     | 3-5                      | 3-5    |         |                    |
|                                    | D. | Small staff (3 or less) clerical, technical or professional |                     | 1-2                      | 1-2    |         |                    |
| 7. Authority Exercised             | A. | Overall responsibility for an institution or major activity |                     |                          | 4-5    |         |                    |
|                                    | B. | Administrator of a division or equivalent                   |                     |                          | 3      |         |                    |
|                                    | C. | Chief of a bureau or equivalent                             |                     | 2                        | 2      |         |                    |
|                                    | D. | Supervisor of a section or equivalent                       |                     | 1                        | 1      |         |                    |
| 8. Responsibility Level            | A. | Total discretionary                                         |                     | 5                        | 9-10   |         |                    |
|                                    | B. | 75% discretionary                                           |                     | 4                        | 7-8    |         |                    |
|                                    | C. | 50% discretionary                                           |                     | 3                        | 5-6    |         |                    |
|                                    | D. | 25% discretionary                                           |                     | 2                        | 3-4    |         |                    |
|                                    | E. | Less than 25% discretionary                                 |                     | 0-1                      | 0-2    |         |                    |
| 9. Other (Specify)                 | A. |                                                             |                     |                          |        |         |                    |
|                                    | B. |                                                             |                     |                          |        |         |                    |
|                                    | C. |                                                             |                     |                          |        |         |                    |
| TOTAL POINTS                       |    |                                                             |                     |                          |        |         |                    |
| CORRESPONDING GRADE LEVEL          |    |                                                             |                     |                          |        |         |                    |





STATE OF MONTANA  
DEPARTMENT OF ADMINISTRATION  
PERSONNEL DIVISION

CLASS  
SPECIFICATIONS

|              |         |
|--------------|---------|
| CLASS CODE   | 201001  |
| GRADE        | 7       |
| LAST UPDATED | 3-14-75 |

ORGANIZATIONAL  
GROUP

Secretaries

MONTANA CLASSIFICATION TITLE Secretary I

DESCRIPTION OF WORK

GENERAL DUTIES: Performs a variety of routine secretarial and clerical duties for the head of an organizational unit or board.

SUPERVISION RECEIVED: Works under close supervision of an administrative superior.

SUPERVISION EXERCISED: Exercises supervision over personnel as assigned.

EXAMPLE OF DUTIES

Types correspondence, reports, and a variety of other material; arranges appointments, interviews, and travel schedules for supervisor; composes routine correspondence and answers routine inquiries and questions; establishes and maintains files; performs primary screening of callers and visitors; maintains and prepares bookkeeping, payroll, and other records and reports; maintains small budget for supplies and services; handles clerical details of projects and events for supervisor; reads and routes incoming mail; may take and transcribe dictation; performs related work as required.

MINIMUM QUALIFICATIONS

KNOWLEDGES: Some knowledge of office practices and procedures; business English, spelling, composition, and bookkeeping.

SPECIAL SKILLS: Skill in the use of office equipment.

ABILITIES: Ability to compose routine correspondence; to establish and maintain effective working relationships with employees, other agencies, and the public; to communicate effectively verbally and in writing; to follow oral and written instructions.

EDUCATION: One year of secretarial coursework at a college or technical school.

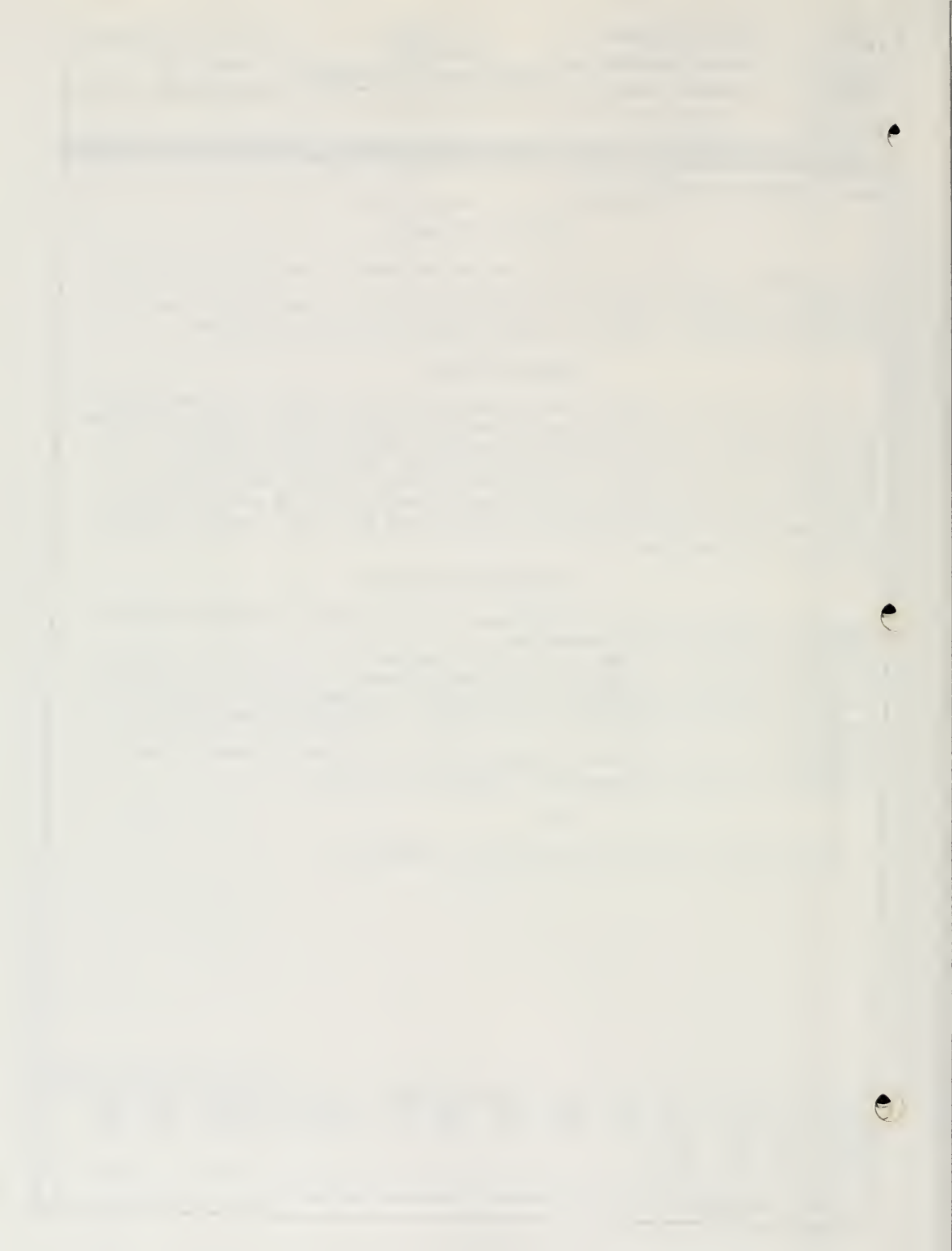
EXPERIENCE: One year of experience in general office work.

OR

Any equivalent combination of education and experience.

| USER<br>AGENCIES | All  |      |      |      |      | *    | As Noted Below |      |      |      |      | All Except Those Noted Below |      |  |  |
|------------------|------|------|------|------|------|------|----------------|------|------|------|------|------------------------------|------|--|--|
|                  | 3101 | 3107 | 3501 | 4107 | 5102 | 5103 | 5104           | 5105 | 5106 | 5109 | 5115 | 5120                         | 5401 |  |  |
|                  | 5706 | 5801 | 6101 | 6405 | 6407 | 6408 | 6409           | 6412 | 6415 | 6505 | 6601 | 6602                         | 6702 |  |  |
|                  | 6702 | 6827 | 6901 |      |      |      |                |      |      |      |      |                              |      |  |  |

NOTE: Duties described above are not necessarily all inclusive for this class.





STATE OF MONTANA  
DEPARTMENT OF ADMINISTRATION  
PERSONNEL DIVISION

CLASS  
SPECIFICATIONS

|              |         |
|--------------|---------|
| CLASS CODE   | 201002  |
| GRADE        | 8       |
| LAST UPDATED | 3-14-75 |

OCCUPATIONAL  
GROUP

Secretaries

MONTANA CLASSIFICATION TITLE

Secretary II

DESCRIPTION OF WORK

GENERAL DUTIES: Performs a variety of secretarial and clerical duties of average difficulty for the head of an organizational unit or board.

SUPERVISION RECEIVED: Works under general supervision of an administrative superior.

SUPERVISION EXERCISED: Exercises supervision of clerical personnel as assigned.

DISTINGUISHING CHARACTERISTICS: This class differs from lower level secretaries by the number and/or class of personnel supervised and/or difficulty and importance of duties and responsibilities as found in more complex composition of correspondence, more important public contact and/or confidential nature of the work performed.

EXAMPLE OF DUTIES

Types correspondence, reports, and a variety of other material; arranges appointments, interviews, and travel schedules for supervisor; reads and routes mail; composes correspondence and answers general inquiries and questions; performs primary screening of callers and visitors; maintains files and prepares bookkeeping, payroll, and other records and reports; maintains budget for supplies and services; handles clerical details of projects and events supervisor; may take and transcribe dictation; may supervise duties of clerical personnel; performs related work as required.

MINIMUM QUALIFICATIONS

KNOWLEDGES: Working knowledge of office practices and procedures; business English, composition, and bookkeeping.

SPECIAL SKILLS: Skill in the use of office equipment.

ABILITIES: Ability to compose correspondence; to establish and maintain effective working relationships with employees, other agencies, and the public; to communicate effectively verbally and in writing; to handle clerical details of office projects and events.

EDUCATION: One year of secretarial coursework at a college or technical school.

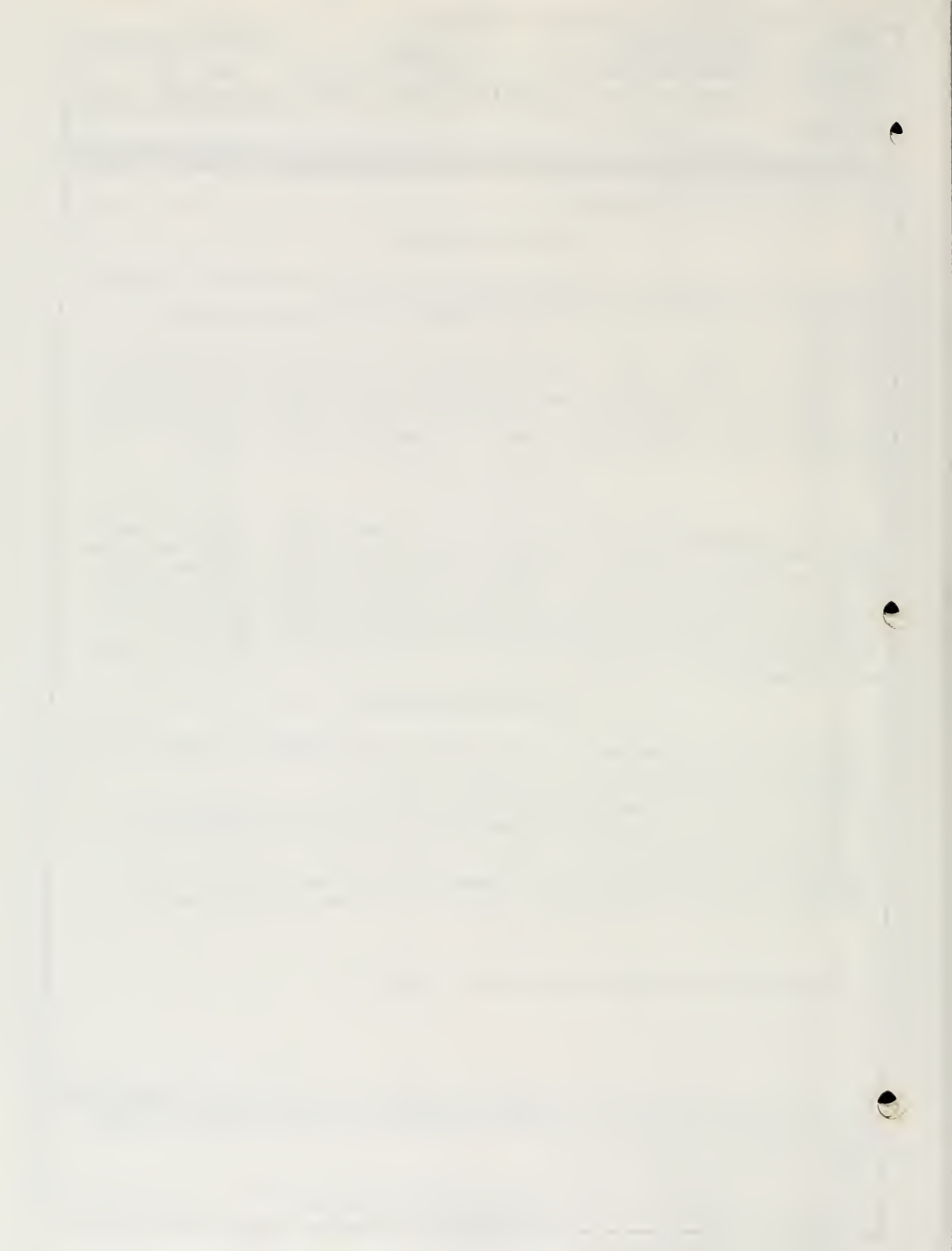
EXPERIENCE: Two years of experience in general office and secretarial work.

OR

Any equivalent combination of education and experience.

| USER<br>AGENCIES | All  |      |      |      |      | * As Noted Below |      |      |      |      | All Except Those Noted Below |      |      |  |  |
|------------------|------|------|------|------|------|------------------|------|------|------|------|------------------------------|------|------|--|--|
|                  | 3101 | 3102 | 3103 | 3105 | 3401 | 3501             | 4102 | 4103 | 5103 | 5104 | 5105                         | 5106 | 5107 |  |  |
|                  | 5108 | 5109 | 5110 | 5119 | 5201 |                  |      |      |      |      |                              |      |      |  |  |

NOTE: Duties described above are not necessarily all inclusive for this class.



# KNOW-100



## EXAMPLE OF HAY GUIDECHART

| MANAGERIAL KNOW-HOW               |     |     |             |     |     |                                         |     |      |           |      |      |              |
|-----------------------------------|-----|-----|-------------|-----|-----|-----------------------------------------|-----|------|-----------|------|------|--------------|
| I. MINIMAL                        |     |     | II. RELATED |     |     | III. DIVERSE                            |     |      | IV. BROAD |      |      |              |
| 1.                                | 2.  | 3.  | 1.          | 2.  | 3.  | 1.                                      | 2.  | 3.   | 1.        | 2.   | 3.   |              |
| PRACTICAL PROCEDURES              |     |     |             |     |     |                                         |     |      |           |      |      |              |
| A. PRIMARY                        |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 50                                | 57  | 66  | 66          | 76  | 87  | 87                                      | 100 | 115  | 115       | 132  | 152  |              |
| 57                                | 66  | 76  | 76          | 87  | 100 | 100                                     | 115 | 132  | 132       | 152  | 175  |              |
| 66                                | 76  | 87  | 87          | 100 | 115 | 115                                     | 132 | 152  | 152       | 175  | 200  |              |
| B. ELEMENTARY VOCATIONAL          |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 66                                | 76  | 87  | 87          | 100 | 115 | 115                                     | 132 | 152  | 152       | 175  | 200  |              |
| 76                                | 87  | 100 | 100         | 115 | 132 | 132                                     | 152 | 175  | 175       | 200  | 230  |              |
| 87                                | 100 | 115 | 115         | 132 | 152 | 152                                     | 175 | 200  | 200       | 230  | 264  |              |
| C. VOCATIONAL                     |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 87                                | 100 | 115 | 115         | 132 | 152 | 152                                     | 175 | 200  | 200       | 230  | 264  |              |
| 100                               | 115 | 132 | 132         | 152 | 175 | 175                                     | 200 | 230  | 230       | 264  | 304  |              |
| 115                               | 132 | 152 | 152         | 175 | 200 | 200                                     | 230 | 264  | 264       | 304  | 350  |              |
| D. ADVANCED VOCATIONAL            |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 115                               | 132 | 152 | 152         | 175 | 200 | 200                                     | 230 | 264  | 264       | 304  | 350  |              |
| 132                               | 152 | 175 | 175         | 200 | 230 | 230                                     | 264 | 304  | 304       | 350  | 400  |              |
| 152                               | 175 | 200 | 200         | 230 | 264 | 264                                     | 304 | 350  | 350       | 400  | 460  |              |
| E. BASIC TECHNICAL-SPECIALIZED    |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 152                               | 175 | 200 | 200         | 230 | 264 | 264                                     | 304 | 350  | 350       | 400  | 460  |              |
| 175                               | 200 | 230 | 230         | 264 | 304 | 304                                     | 350 | 400  | 400       | 460  | 528  |              |
| 200                               | 230 | 264 | 264         | 304 | 350 | 350                                     | 400 | 460  | 460       | 528  | 608  |              |
| F. SEASONED TECHNICAL-SPECIALIZED |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 200                               | 230 | 264 | 304         | 350 | 400 | 400                                     | 460 | 528  | 528       | 608  | 700  |              |
| 230                               | 264 | 304 | 304         | 350 | 400 | 400                                     | 460 | 528  | 528       | 608  | 700  |              |
| 264                               | 304 | 350 | 350         | 400 | 460 | 460                                     | 528 | 608  | 608       | 700  | 800  |              |
| G. TECHNICAL-SPECIALIZED MASTERY  |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 264                               | 304 | 350 | 350         | 400 | 460 | 460                                     | 528 | 608  | 608       | 700  | 800  |              |
| 304                               | 350 | 400 | 400         | 460 | 528 | 528                                     | 608 | 700  | 700       | 800  | 920  |              |
| 350                               | 400 | 460 | 460         | 528 | 608 | 608                                     | 700 | 800  | 800       | 920  | 1056 |              |
| H. PROFESSIONAL MASTERY           |     |     |             |     |     |                                         |     |      |           |      |      |              |
| 350                               | 400 | 460 | 460         | 528 | 608 | 608                                     | 700 | 800  | 800       | 920  | 1056 |              |
| 400                               | 460 | 528 | 528         | 608 | 700 | 700                                     | 800 | 920  | 920       | 1056 | 1216 |              |
| 460                               | 528 | 608 | 608         | 700 | 800 | 800                                     | 920 | 1056 | 1056      | 1216 | 1400 |              |
| KH                                |     |     | AC          |     |     | PS                                      |     |      | TOTAL     |      |      |              |
| 152                               |     |     | 304         |     |     | 700                                     |     |      | TOTAL     |      |      |              |
| SCIENTIFIC DISCIPLINES            |     |     |             |     |     |                                         |     |      |           |      |      |              |
| SPECIALIZED TECHNIQUES            |     |     |             |     |     |                                         |     |      |           |      |      |              |
| PRACTICAL PROCEDURES              |     |     |             |     |     |                                         |     |      |           |      |      |              |
| SUPERVISOR KEY PUNCH              |     |     |             |     |     | ACTUARIAL SPECIALIST RESEARCH ASSOCIATE |     |      |           |      |      | AREA MANAGER |

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    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    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     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185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 | 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 | 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 | 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 | 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 | 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 | 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 | 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 | 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 | 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 | 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 | 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 | 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 | 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 | 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 | 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 | 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 | 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 | 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 | 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 | 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 | 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 | 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 | 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 | 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 | 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 | 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 | 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 | 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 | 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 | 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 | 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 | 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 | 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 | 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 | 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 | 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 | 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 | 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 | 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 | 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 | 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1000 | 1001 | 1002 | 1003 | 1004 | 1005 | 1006 | 1007 | 1008 | 1009 | 1010 | 1011 | 1012 | 1013 | 1014 | 1015 | 1016 | 1017 | 1018 | 1019 | 1020 | 1021 | 1022 | 1023 | 1024 | 1025 | 1026 | 1027 | 1028 | 1029 | 1030 | 1031 | 1032 | 1033 | 1034 | 1035 | 1036 | 1037 | 1038 | 1039 | 1040 | 1041 | 1042 | 1043 | 1044 | 1045 | 1046 | 1047 | 1048 | 1049 | 1050 | 1051 | 1052 | 1053 | 1054 | 1055 | 1056 | 1057 | 1058 | 1059 | 1060 | 1061 | 1062 | 1063 | 1064 | 1065 | 1066 | 1067 | 1068 | 1069 | 1070 | 1071 | 1072 | 1073 | 1074 | 1075 | 1076 | 1077 | 1078 | 1079 | 1080 | 1081 | 1082 | 1083 | 1084 | 1085 | 1086 | 1087 | 1088 | 1089 | 1090 | 1091 | 1092 | 1093 | 1094 | 1095 | 1096 | 1097 | 1098 | 1099 | 1100 | 1101 | 1102 | 1103 | 1104 | 1105 | 1106 | 1107 | 1108 | 1109 | 1110 | 1111 | 1112 | 1113 | 1114 | 1115 | 1116 | 1117 | 1118 | 1119 | 1120 | 1121 | 1122 | 1123 | 1124 | 1125 | 1126 | 1127 | 1128 | 1129 | 1130 | 1131 | 1132 | 1133 | 1134 | 1135 | 1136 | 1137 | 1138 | 1139 | 1140 | 1141 | 1142 | 1143 | 1144 | 1145 | 1146 | 1147 | 1148 | 1149 | 1150 | 1151 | 1152 | 1153 | 1154 | 1155 | 1156 | 1157 | 1158 | 1159 | 1160 | 1161 | 1162 | 1163 | 1164 | 1165 | 1166 | 1167 | 1168 | 1169 | 1170 | 1171 | 1172 | 1173 | 1174 | 1175 | 1176 | 1177 | 1178 | 1179 | 1180 | 1181 | 1182 | 1183 | 1184 | 1185 | 1186 | 1187 | 1188 | 1189 | 1190 | 1191 | 1192 | 1193 | 1194 | 1195 | 1196 | 1197 | 1198 | 1199 | 1200 | 1201 | 1202 | 1203 | 1204 | 1205 | 1206 | 1207 | 1208 | 1209 | 1210 | 1211 | 1212 | 1213 | 1214 | 1215 | 1216 | 1217 | 1218 | 1219 | 1220 | 1221 | 1222 | 1223 | 1224 | 1225 | 1226 | 1227 | 1228 | 1229 | 1230 | 1231 | 1232 | 1233 | 1234 | 1235 | 1236 | 1237 | 1238 | 1239 | 1240 | 1241 | 1242 | 1243 | 1244 | 1245 | 1246 | 1247 | 1248 | 1249 | 1250 | 1251 | 1252 | 1253 | 1254 | 1255 | 1256 | 1257 | 1258 | 1259 | 1260 | 1261 | 1262 | 1263 | 1264 | 1265 | 1266 | 1267 | 1268 | 1269 | 1270 | 1271 | 1272 | 1273 | 1274 | 1275 | 1276 | 1277 | 1278 | 1279 | 1280 | 1281 | 1282 | 1283 | 1284 | 1285 | 1286 | 1287 | 1288 | 1289 | 1290 | 1291 | 1292 | 1293 | 1294 | 1295 | 1296 | 1297 | 1298 | 1299 | 1300 | 1301 | 1302 | 1303 | 1304 | 1305 | 1306 | 1307 | 1308 | 1309 | 1310 | 1311 | 1312 | 1313 | 1314 | 1315 | 1316 | 1317 | 1318 | 1319 | 1320 | 1321 | 1322 | 1323 | 1324 | 1325 | 1326 | 1327 | 1328 | 1329 | 1330 | 1331 | 1332 | 1333 | 1334 | 1335 | 1336 | 1337 | 1338 | 1339 | 1340 | 1341 | 1342 | 1343 | 1344 | 1345 | 1346 | 1347 | 1348 | 1349 | 1350 | 1351 | 1352 | 1353 | 1354 | 1355 | 1356 | 1357 | 1358 | 1359 | 1360 | 1361 | 1362 | 1363 | 1364 | 1365 | 1366 | 1367 | 1368 | 1369 | 1370 | 1371 | 1372 | 1373 | 1374 | 1375 | 1376 | 1377 | 1378 | 1379 | 1380 | 1381 | 1382 | 1383 | 1384 | 1385 | 1386 | 1387 | 1388 | 1389 | 1390 | 1391 | 1392 | 1393 | 1394 | 1395 | 1396 | 1397 | 1398 | 1399 | 1400 | 1401 | 1402 | 1403 | 1404 | 1405 | 1406 | 1407 | 1408 | 1409 | 1410 | 1411 | 1412 | 1413 | 1414 | 1415 | 1416 | 1417 | 1418 | 1419 | 1420 | 1421 | 1422 | 1423 | 1424 | 1425 | 1426 | 1427 | 1428 | 1429 | 1430 | 1431 | 1432 | 1433 | 1434 | 1435 | 1436 | 1437 | 1438 | 1439 | 1440 | 1441 | 1442 | 1443 | 1444 | 1445 | 1446 | 1447 | 1448 | 1449 | 1450 | 1451 | 1452 | 1453 | 1454 | 1455 | 1456 | 1457 | 1458 | 1459 | 1460 | 1461 | 1462 | 1463 | 1464 | 1465 | 1466 | 1467 | 1468 | 1469 | 1470 | 1471 | 1472 | 1473 | 1474 | 1475 | 1476 | 1477 | 1478 | 1479 | 1480 | 1481 | 1482 | 1483 | 1484 | 1485 | 1486 | 1487 | 1488 | 1489 | 1490 | 1491 | 1492 | 1493 | 1494 | 1495 | 1 |
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## FACTOR I. JOB REQUIREMENTS AND DIFFICULTY OF WORK

## EXAMPLE OF FRS GUIDECHART

| Nature of required knowledge, skill, and ability.                                                                                                                                                                                                                                           | Complexity and diversity of work                           |  | A   | B   | C                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--|-----|-----|---------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                             | Amount, complexity, of technical or specialized knowledge. |  |     |     |                                                                                                   |
| 1. Knowledge of prescribed procedures and routines; simple office skills and abilities; ability to follow specific instructions and guidelines; as necessary, ability to operate one or more simple office machines or laboratory equipment (e.g., typewriter, key-punch, desk calculator). | a. None or limited (See NOTE below)                        |  | 40  | 80  | The work consists of moderately complex, relatively standardized tasks, processes, or operations. |
|                                                                                                                                                                                                                                                                                             | b. Moderate (See NOTE below)                               |  | 80  | 120 |                                                                                                   |
|                                                                                                                                                                                                                                                                                             | a. None or limited (See NOTE below)                        |  | 80  | 120 |                                                                                                   |
| 2. Understanding of and ability to make practical application of customary practices, rules, regulations, procedures, or techniques that are directly relevant to the assigned tasks.                                                                                                       | b. Moderate (See NOTE below)                               |  | 120 | 160 | 200                                                                                               |
|                                                                                                                                                                                                                                                                                             | c. High (See NOTE below)                                   |  | 160 | 200 | 240                                                                                               |
|                                                                                                                                                                                                                                                                                             | b. Moderate (See NOTE below)                               |  | 240 | 200 | 240                                                                                               |
| 3. Comprehension of and ability to make practical application of theories, principles, precedents, or generalized techniques relevant to the assigned tasks.                                                                                                                                | c. High (See NOTE below)                                   |  |     | 240 | 280                                                                                               |

NOTE: Definition of degrees of Amount, Complexity of Technical or Specialized Knowledge

- a. None or limited: Requires no application of technical or specialized subject-matter knowledge; or, application of a body of simple technical or specialized knowledge (e.g., vocabulary only).
- b. Moderate: Requires application of a moderately complex body of technical or specialized subject-matter knowledge.
- c. High: Requires application of a substantial, relatively complex body of technical or specialized subject-matter knowledge.



Section I.

Background Information

1. Of the occupational titles listed below, please indicate the one into which your present job falls.

12 Director  
13 Deputy Director  
71 Division Administrator  
138 Bureau Chief  
19 Section Supervisor  
38 Other (Specify title only \_\_\_\_\_)  
291

2. Montana's present classification and pay system was implemented in 1975. For how long have you worked under this system?

15 0-1 years  
24 2-3 years  
34 4-5 years  
215 6 years +  
288

3. Have you ever received any instruction which enabled you to better understand and utilize the present classification and pay system? (Check just one.)

9% - 25 Yes, I have received formal instruction  
(i.e. classes, workshops, etc.)  
47% - 128 Yes, I have received informal instruction  
(i.e. instruction from supervisor, colleagues,  
Personnel Division staff, etc.)  
23% - 63 Yes, I have received both formal and informal  
instruction.  
4% - 11 Yes, I have received other instruction. (Please  
specify: \_\_\_\_\_)  
17% - 46 No, I have not received any instruction.

273

4. Which statement below most accurately reflects your level of knowledge about Montana's present classification and pay system?

17% - 48 I am very familiar with the system, including  
the criteria used in classification and how  
they are applied.  
67% - 193 I am familiar with the system as a whole and  
the basic concepts of classification, but not  
with the specific criteria or how they are  
applied.  
9% - 26 I am familiar with the basic concepts of clas-  
sification, but I know very little about Mon-  
tana's present system.  
5% - 15 I am only vaguely familiar with the system and  
the basic concepts of classification.  
2% - 5 I am not at all familiar with either the system  
or the basic concepts of classification.

287



5. Considering only your agency, estimate the per cent of turnover within each of the following categories for the past year. (Example: 5 clerical workers, 4 turnovers = 80%, 3 professionals, 1 turnover = 33 1/3%)  
Do not include RIFs or layoffs.

|                                 |           |
|---------------------------------|-----------|
| Managers/Administrators         | - _____ % |
| Professionals                   | - _____ % |
| Technicians/Para-Professionals  | - _____ % |
| Protective service workers      | - _____ % |
| Clerical workers                | - _____ % |
| Skilled craft workers           | - _____ % |
| Service and maintenance workers | - _____ % |

6. For each occupational category listed on the left, please indicate the one reason most responsible for turnover in the category. (Do not include RIFs, layoffs, etc. as part of your turnover.)

|                                      | Promotion<br>within<br>state govt. | Higher<br>paying job<br>outside of<br>state govt. | Decision<br>to quit<br>working | Other<br>(Specify) |
|--------------------------------------|------------------------------------|---------------------------------------------------|--------------------------------|--------------------|
| Managers/<br>Administrators          |                                    |                                                   |                                |                    |
| Professionals                        |                                    |                                                   |                                |                    |
| Technicians/Para-<br>Professionals   |                                    |                                                   |                                |                    |
| Protective service<br>workers        |                                    |                                                   |                                |                    |
| Clerical workers                     |                                    |                                                   |                                |                    |
| Skilled craft<br>workers             |                                    |                                                   |                                |                    |
| Service and Main-<br>tenance workers |                                    |                                                   |                                |                    |



## Section II.

### Assessment of Classification and Pay Operations

#### OPERATION 1 - GROUPING POSITIONS INTO CLASSES:

In grouping all positions with similar duties and responsibilities in the same class, the objective is to insure that employees performing the same (or nearly the same) work receive the same pay.

7. How well is the objective currently being met?

2% - 6 Very well  
58% - 166 Reasonably well  
34% - 96 Not very well  
6% - 17 Very poorly  
285

If you selected either of the last two responses, please take the time to state your reason(s) and comment on those areas where you think problems exist. \_\_\_\_\_

Comments Attached

\_\_\_\_\_(Use back of page for more space.)

#### OPERATION 2 - ASSIGNING JOB CLASSES TO PAY GRADES:

In assigning job classes to pay grades, the objective is to rank classes so that employees are paid equitably according to the difficulty and responsibility of their work; that is, classes requiring greater levels of skill, ability and responsibility should be paid appropriately more than classes requiring lesser levels of skills, abilities, and responsibilities.

8a. How well is this objective currently being met within your agency only?

3% - 8 Very well  
61% - 174 Reasonably well  
30% - 87 Not very well  
6% - 16 Very poorly  
285

If you selected either of the last two responses, please take the time to state your reason(s) and comment on those areas where you think problems exist. \_\_\_\_\_

Comments Attached

\_\_\_\_\_(Use back of page for more space.)



8b. How well is this same objective being met on a statewide basis?

0 Very well  
 55% - 115 Reasonably well  
 38% - 79 Not very well  
 7% - 15 Very poorly  
 209

If you selected either of the last two responses, please take the time to state your reason(s) and comment on those areas where you think problems exist. \_\_\_\_\_

Comments Attached \_\_\_\_\_

### OPERATION 3 - PREPARING THE PAY PLAN:

There are currently two objectives of the pay plan with a third one being proposed.

Current objectives:

- A. To provide sufficient entry or Step 1 compensation for each pay grade to attract qualified applicants.
- B. To provide a sufficient level of pay over time to retain experienced employees.

Proposed Objective:

- C. To provide performance-based pay with which to encourage superior performance and retain superior employees.

9. For each occupational category listed on the left, please indicate how well Step 1 salaries within the category meet the objective of attracting qualified applicants. (Note: If Step 1 salaries in a category have little or no influence on the quality of applicants, then check the last box.)

|                                    | Very well | Reasonably well | Not very well | Very poorly | Step 1 salaries have little influence on the quality of applicants |     |
|------------------------------------|-----------|-----------------|---------------|-------------|--------------------------------------------------------------------|-----|
| Managers/<br>Administrators        | 2%        | 39%             | 26%           | 18%         | 15%                                                                | 268 |
|                                    | 5         | 105             | 69            | 49          | 40                                                                 |     |
| Professionals                      | 3%        | 33%             | 32%           | 21%         | 11%                                                                | 278 |
|                                    | 9         | 91              | 90            | 58          | 30                                                                 |     |
| Technicians/Para-<br>Professionals | 5%        | 51%             | 25%           | 8%          | 11%                                                                | 256 |
|                                    | 13        | 131             | 65            | 20          | 27                                                                 |     |

(continued)



|                                      | Very<br>well | Reasonably<br>well | Not very<br>well | Very<br>poorly | Step 1 salaries<br>have little in-<br>fluence on the<br>quality of ap-<br>plicants |     |
|--------------------------------------|--------------|--------------------|------------------|----------------|------------------------------------------------------------------------------------|-----|
| Protective service<br>workers        | 9%<br>11     | 56%<br>70          | 21%<br>26        | 4%<br>5        | 10%<br>13                                                                          | 125 |
| Clerical workers                     | 12%<br>32    | 58%<br>153         | 19%<br>50        | 3%<br>9        | 8%<br>20                                                                           | 264 |
| Skilled craft<br>workers             | 8%<br>11     | 48%<br>68          | 29%<br>42        | 6%<br>9        | 9%<br>13                                                                           | 143 |
| Service and Main-<br>tenance workers | 17%<br>20    | 44%<br>51          | 17%<br>20        | 8%<br>9        | 14%<br>16                                                                          | 116 |

What factors besides Step 1 salaries tend to influence the quality of applicants for positions in your agency? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Occasionally, certain hard-to-fill positions in Montana are filled by offering to start a qualified individual at some step on the pay scale higher than Step 1. Do you feel this granting of pay exceptions adequately solves the more severe recruitment problems?

38% - 105 Yes  
62% - 170 No  
275

- 10a. In your opinion, do pay exceptions create more problems than they solve?

48% - 131 Yes  
52% - 144 No  
275

- 10b. Whether Yes or No, please take the time to suggest any modifications or alternatives to this procedure you feel should be instituted.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



11. For each occupational category listed on the left, please indicate how adequate the overall level of pay within the category is to meet the objective of retaining experienced employees.

|                                      | Very<br>adequate | Fairly<br>adequate | Not very<br>adequate | Very<br>inadequate | Salary is <u>not</u><br>an important<br>factor in re-<br>taining exper-<br>ienced employees |     |
|--------------------------------------|------------------|--------------------|----------------------|--------------------|---------------------------------------------------------------------------------------------|-----|
| Managers/<br>Administrators          | 3%<br>7          | 47%<br>126         | 33%<br>87            | 13%<br>35          | 4%<br>11                                                                                    | 266 |
| Professionals                        | 2%<br>5          | 28%<br>75          | 48%<br>131           | 19%<br>52          | 2%<br>6                                                                                     | 269 |
| Technicians/Para-<br>Professionals   | 3%<br>7          | 49%<br>125         | 39%<br>98            | 8%<br>20           | 2%<br>4                                                                                     | 254 |
| Protective service<br>workers        | 6%<br>8          | 52%<br>68          | 31%<br>41            | 8%<br>10           | 3%<br>4                                                                                     | 131 |
| Clerical workers                     | 14%<br>38        | 49%<br>133         | 30%<br>81            | 5%<br>14           | 1%<br>3                                                                                     | 269 |
| Skilled craft<br>workers             | 10%<br>14        | 49%<br>71          | 34%<br>49            | 7%<br>10           | 1%<br>1                                                                                     | 145 |
| Service and Main-<br>tenance workers | 15%<br>22        | 56%<br>81          | 17%<br>25            | 8%<br>12           | 2%<br>3                                                                                     | 145 |

12. Do you agree or disagree that merit pay awards should be granted to reward employees for sustained superior performance?

85% - 241 Agree  
15% - 41 Disagree (Go to question #13)  
282

- 12a. What form of merit pay award would you most prefer to use?

54% - 131 Step increases  
35% - 85 Lump sum bonuses  
5% - 13 Time off (comp time, vacation time, etc.)  
6% - 14 Other (Please specify): \_\_\_\_\_  
243

- 12b. Once you administer a merit award, it will be necessary to perform a thorough, on-going evaluation of the employee's work to ensure that the exemplary level of performance is maintained. Would you be willing to conduct this evaluation?

96% - 223 Yes  
4% - 10 No  
233



13. In the left-hand column below are listed the three major classification and pay operations. The middle column contains the objective(s) of each operation, numbered accordingly. Please use the right-hand column to rank each objective in terms of its importance to the successful operation of your agency. (Rank the five objectives against each other; that is, assign "1" to the objective that is most important to the successful operation of your agency and "5" to the objective that is least important, letting the others fall in between.)

| <u>Operation</u>                                                                                                                                                                        | <u>Objective(s)</u>                                                                                                                  | <u>Ranking of Importance</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1. Grouping positions with similar duties and responsibilities into classes.                                                                                                            | 1. To insure that employees performing the same (or nearly the same) work are paid the same.                                         | <u>3.54</u>                  |
| 2. Assigning job classes to appropriate pay grades.                                                                                                                                     | 2. To insure that employees are equally paid according to the difficulty and responsibility of their work.                           | <u>2.78</u>                  |
| 3. Preparing a pay plan.                                                                                                                                                                | 3a. To provide sufficient Step 1 compensation for each pay grade or grant sufficient pay exceptions to attract qualified applicants. | <u>3.33</u>                  |
|                                                                                                                                                                                         | 3b. To provide a sufficient level of pay over time to retain experienced employees.                                                  | <u>2.57</u>                  |
|                                                                                                                                                                                         | 3c. To provide performance-based pay with which to encourage superior performance and retain superior employees.                     | <u>2.71</u>                  |
| 14. Montana currently uses a <u>qualitative</u> classification methodology which classifies jobs by means of experienced, systematic judgment. Differences of opinion can and do occur. |                                                                                                                                      |                              |

To decrease these differences and reduce doubts about the present classification operations, the Personnel Division is making two changes:

1. Plans are being made to move toward a quantitative classification methodology. Several states now using a quantitative method have found that it reduces the number of disagreements over proper classification of positions.



2. A new program is being started to write or re-write all inadequate class specifications. Accurate, up-to-date class specifications are required for most classification methods.

Two options for implementing the first change above are being considered. Please read these options and put a check by the one you think the state should adopt. We ask that you explain the reasons for your choice in the space following the options.

- 47% - 128 Option A: Modify the present classification method to a quantitative point factoring method. This option would involve an in-house effort using current staff as well as input and assistance from all agencies. It would result in the adjustment of the grade level of some classes within the present 25-pay-grade structure.
- 38% - 104 Option B. Replace the present classification method with a quantitative point factoring method obtained from a private consulting firm. Using outside experts as well as input and assistance from all agencies, this option would require a new and different evaluation of all classes in the current statewide plan. The result would be more grade changes than in Option A. An additional result might be a pay plan with more or fewer grades than exist in the present plan.

- 15% - 41 Neither Option A nor Option B.

<sup>273</sup>  
Reasons for your choice: \_\_\_\_\_

Comments Attached  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing the questionnaire. If you have any further comments or recommendations concerning any part(s) of the classification and pay system, please make them here. (Attach an additional page if necessary.)



## SUMMARY OF QUESTIONNAIRE COMMENTS

### Question #7: Grouping Positions - not very well/poorly

classes to general  
unique/different positions not considered  
lack of clear criteria, criteria applied too broadly  
lack of understanding of jobs by analyst  
insufficient time spent in gathering information  
analyst is not objective  
insufficient comparisons between agencies  
equal work is too difficult to define  
insufficient comparisons between agencies  
workload nor performance is considered  
technical supervision not recognized  
inflated position descriptions; depends on how well written it is  
position descriptions don't match what job really is  
depends on passive or aggressive agency  
tried but no luck  
my division not evaluated properly  
give management more discretion, there is too much control  
costs involved in getting reclassifications

### Question #8 + 8a: Ranking classes - not very well/poorly

amount of pay for some classes especially professionals not enough  
no performance pay  
bargaining groups increase pressure  
same standards not applied in filling jobs by various agencies  
unqualified people hired  
support staff is not high enough compared line staff  
salaries not competitive  
my division not properly evaluated  
insufficient information, lack of understanding about work  
inflated position descriptions  
too much emphasis on supervision of others  
lack of advancement  
lack of ongoing review to recognize changes to positions  
too costly to upgrade when there is a problem, dept. hasn't pushed  
too much emphasis on skill vs responsibility  
some employees are maxed at step 13  
we need different pay plans for different occupations  
depends on who analyst is  
can't devote time to learn about jobs  
job difficulty not recognized  
non general funded agencies are higher paid



Question #8 + 8 a (continued)

inadequate/inflated position descriptions  
system is abused/manipulated by agencies  
too many exceptions  
depends on "who" is pushing for upgrade  
larger agencies are better off than smaller agencies  
more assertive employees benefit  
reclassifications are pursued to recognize performance  
pay those responsible for human life more  
pay matrix is compressed  
volume of work not recognized  
preconceived ideas are used in evaluating process  
female jobs not properly recognized  
engineers are underpaid  
overqualified people tend to get upgraded

Question #14: A. Modify the current system

no consultants, too costly, waste of money, we've tried consultants  
before  
will be less confusing, will allow for more agency input  
will maintain stability, less turmoil  
there is sufficient in-house expertise, use existing experience we  
know best  
current system can be effectively modified  
closer control  
keep present system, its better than what we had  
present system hasn't been around long enough to prove worth  
don't throw baby out with the bath water  
it is easier to modify  
a new system would take too long for people to become familiar with

B. Replace the current system

get rid of biases with present staff  
outsider is needed, is more objective  
too much secrecy with present system  
current system too rigid, need flexibility  
more grades needed  
no faith in present system  
incorporate strengths of present system into new system  
new system would be too difficult/would be easier  
new system would be more objective, would not accept current inequities  
need a complete overhaul  
need fresh blood  
current system not meeting needs of agency  
current system too bastardized  
nothing sacred about current system  
results of current system speak for themselves  
Legislature might view an outsiders recommendations more favorable  
given their skepticism of the executive branch

